

School Improvement Plan - 2010-2011

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Loge Elementary School (8777)

Warrick County School Corp

Boonville, 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

Loge Elementary School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Targeted Assistance School

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Christy Barnett - Parent/Guardian
- Cindy Batts - Community
- Lori Dormeier - Teacher
- Lisa Sharp - Teacher
- Nancy Shelton - Teacher
- Lynn Snodgrass - Teacher
- Malinda Stutsman - Teacher
- Marty Watson - Administrator
- Tiffany Williams - Teacher
- Rich Wootton - School Counselor

Strategy Chairs

- Jana Daub
- Lori Dormeier
- Sara Kuebler
- Rebecca McClure
- Jana Miles
- Jan Schmitt
- Lisa Sharp
- Nancy Shelton
- Lynn Snodgrass
- Malinda Stutsman
- Heather Warner

- Marty Watson
- Stephanie Weidrich

Community Council

- Lisa Alexander - Business
- Kristi Barnett - parent
- Cindy Batts - business owner
- David Batts - business owner
- Janet Burgess - parent of exceptional 3rd grader
- Eric Conner - school board member/business owner
- Brian Dormeier - Loss Control Specialist (safety)
- Mayor Pam Hendrickson - local government representative
- Rev. Jim Ingram - local church leader
- Rev. Kevin Morris - Youth Service Representative
- Mark Phillips - parent of 2nd grader/community lawyer
- Elizabeth Rudolph - grandmother of 4th grader/community volunteer
- Cindy Saltzman - community volunteer organizer
- Daryl Saltzman - city police chief
- Brad Schneider - central office administration
- Keith Shelton - grandfather of 6th grader/business owner
- Malinda Stutsman - Title 1 Teacher - Loge
- Dennis Sutton - parent of 5th grader/school volunteer

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:

supportive faculty members who are positive role-models and treat students fairly while making them feel successful. They deserve authentic learning experiences from a challenging curriculum in an atmosphere of high expectations. We believe students deserve diversified well balanced instruction based on multiple assessments. We believe all students deserve extended learning opportunities to reach academic success. Students deserve current technology, classroom resources, and access to supplies. They deserve to feel safe and secure in a disciplined environment.

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

all teachers, parents, and community members place a high value on education. They actively communicate these expectations by creating a positive motivational atmosphere where children are accepted, encouraged, and challenged. All teachers are enthusiastic about their jobs, are knowledgeable of current best practice research and core standards, and are prepared to meet individual needs. Adults provide consistent structure with expectations that follow the pillars of good character: trustworthiness, respect, fairness, caring, responsibility, and citizenship. Parents and community members are actively engaged in the learning community through volunteering time, mentoring, tutoring, and providing resources.

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

abide by the pillars of good character: trustworthiness, respect, fairness, caring, responsibility, and citizenship. They are highly engaged in their educational process, self-disciplined, and willing to work cooperatively in the school and community environments. Students will set goals to achieve academic mastery. All students accept challenges, show motivation, and work to the best of their ability to achieve individual goals. They will attend school daily and promptly ready to learn and have a positive impact.

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

- % of students who pass I-STEP Math: 100%
- % of students who pass I-STEP Language Arts: 100%
- % of students who read at or above grade level: 100%
- % of students who perform at or above grade level in math: 100%
- % of students who pass I-STEP Writing: 100%
- % of students who earn mastery grades of B or higher: 100%

Academic Goals

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

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

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

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

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

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

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

All ISTEP Language Arts Tests - Calculated Average Percent Passing ISTEP (all tested grades)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78%	79%	76.4%	80%		82%		84%		86%		100%

All ISTEP Language Arts Tests - Calculated Average Percent Passing ISTEP Writing Process (all tested grades)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			79.4%	82%		84%		86%		88%		100%

All ISTEP Math Tests - Calculated Average Percent Passing ISTEP (all tested grades)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78%	80%	76.7%	80%		82%		84%		86%		100%

All ISTEP Math Tests - Calculated Average Percent Passing ISTEP Number Sense (all tested grades)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			71.6%	75%		77%		79%		81%		100%

All Students (126 days) - ISTEP PL221 Category Placement Performance

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	77.8%	81%	76.6%	80%		82%		84%		86%		100%

All Students with IEPs, Grades 3-6 - Calculated Average Percent Passing ISTEP Language Arts (all tested grades)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	47%	54%	54%	57%		59%		61%		63%		100%

All Students with IEPs, Grades 3-6 - Calculated Average Percent Passing ISTEP Math (all tested grades)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	49%	53%	67.8%	69%		71%		73%		75%		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

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

L. Early Childhood Transition

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

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:

Required Strategies

A. Parent Involvement

Having implemented family and parental involvement activities in previous years, our strategy is to maintain and further expand our efforts. Coordinated by the Title I teachers in cooperation with the Parent Teacher Organization and Community Council, activities to engage family involvement will continue. These activities will include Family Literacy Night, where parents receive training and materials related to the literacy development of their child; School Web Site, where additional information and contacts are provided as well as links to DOE and other ISTEP resources; Family Welcome Night, where parents receive Title I, ISTEP, and Classroom Procedure Information. In addition to current Loge students and their parents, future students and parents are brought into the process with two Early Literacy Seminars each year. At these seminars, parents are made aware of their child's literacy skills and strategies they can use to further their development. These activities will begin in August and take place throughout the school year.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement

At the beginning of the school year, Mr. Watson will provide to the staff information regarding how the staff can work with parents and provide the best parental opportunities for involvement. This meeting will take place prior to the first full day of school for students. Mr. Watson will provide materials for the teachers regarding all the opportunities the school offers for parental involvement. He will also point out his and the school's expectations regarding parental involvement through the School Compact which will be distributed to all students on the first day. This compact will be signed and returned.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

Loge School will offer to preschool age children and their parents three workshops to help prepare these children for school. These workshops will be scheduled by the Early Childhood Committee and will occur in the Fall, Winter, and Spring. Parents and preschoolers will be invited by sending out to the local preschools information regarding the workshops.

Impact Level: High Impact - Outside

Focus: Specific

E. Parent Information Resource Center Website

The first week of school, Loge School distributes to its students a handout entitled "Parent Information and Resource Center Fact Sheet". This sheet gives parents the information needed to look up the PIRC on the web. Reminders of this are also sent out in the Wildcat Newsletter and at the Annual Title 1 Parent meeting.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: SSP Program

Loge students will participate in the school's SSP program. In this program, students are tested on specific Indiana Academic Standards. Students who do not pass, receive remediation on those standards, while students who pass are offered more challenging activities in an Enrichment class. Students are encouraged with each new standard to try to reach the enrichment level.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Daily Four Components of Math

Regular classroom teachers in grades K-5 will divide their daily Math instructional time into these four components based on the 4-Frame Math model: calendar math, daily review, problem of the day, and direct instruction. *Calendar math in grades 1-5 will consist of spending about 10 minutes daily on repetitive practice, reviewing mathematical standards, analyzing patterns, and exploring mathematical relationships through the use of a calendar. K teachers will spend about 5 minutes on calendar math each day. *Daily Review in grades 1-5 will consist of teachers reviewing basic skills with their students for approximately 10 minutes each day. This review is based on the needs of the students. K teachers will spend about 5 minutes on daily review each day. *Problem of the Day in grades 1-5 will consist of teachers spending about 10 minutes teaching students how to be problem solvers and modeling various problem solving techniques. Sample problems for this can come from the applied skills section of the ISTEP+. K teachers will spend about 5 minutes on problem of the day each day. *Direct instruction in grades 1-5 will consist of teachers spending about 30 minutes teaching the Indiana Academic Standards in mathematics each day. K teachers will spend about 20 minutes on direct instruction each day. Teachers will emphasize geometry concepts during each of these instructional periods.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Reading Block

Teachers will provide a daily reading instructional block for all students throughout the school year. This block will implement the reading components of vocabulary, comprehension skills, and assessments.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Writing Block

Teachers will provide a daily writing instructional block for all students throughout the school year. The writing block will encompass teaching students to write systematically and developmentally. Special emphasis will be placed on language conventions when teachers assess writing each semester. Students will receive both writing and convention score.

Impact Level: High Impact - Inside

Focus: General

J. Instruction by Highly Qualified Teachers

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6)parents at Loge Elementary School receive a PARENTS' RIGHT TO KNOW, this is a notification from the school district to every parent of a student in a Title I school that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers. This information regarding the professional qualifications of their student's classroom teachers shall include the following: • If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; • If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; • The teachers baccalaureate degree major, graduate certification, and field of discipline; and • Whether the student is provided services by paraprofessionals, and if so, their qualifications If at any time their student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, they will be notified by the school of this information.

Impact Level: Low Impact

Focus: General

L. Early Childhood Transition: Early Childhood Transition

The early childhood committee will provide opportunities for parents to help their children prepare for kindergarten through parent workshops, a summer review packet, Kindergarten Round-Up, kindergarten screening, preschool visitation/orientation, and parent orientation.

Impact Level: High Impact - Outside

Focus: Specific

R1. Parent Right-to-Know Letter - Qualifications

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6)parents at Loge Elementary School receive a PARENTS' RIGHT TO KNOW LETTER, this is a notification from the school district to every parent of a student in a Title I school that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers. This information regarding the professional qualifications of their student's classroom teachers shall include the following: • If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; • If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; • The teachers baccalaureate degree major, graduate certification, and field of discipline; and • Whether the student is provided services by paraprofessionals, and if so, their qualifications. This information is mailed to parents at the beginning of the school year, and parents return a signed copy which is kept by the school.

Impact Level: Low Impact

Focus: General

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

Description: In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6)parents at Loge Elementary School receive a PARENTS' RIGHT TO KNOW, this is a notification from the school district to every parent of a student in a Title I school that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers. This information regarding the professional qualifications of their student's classroom teachers shall include the following: • If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; • If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; • The teachers baccalaureate degree major, graduate certification, and field of discipline; and • Whether the student is provided services by paraprofessionals, and if so, their qualifications If at any time their student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified

Impact Level: High Impact - Inside

Focus: Specific

S. School-Parent Compact: School-Parent Compact

Once per year, Parents at Loge School jointly develop/revise a Parent Compact that outlines how the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children master the Indiana Academic Standards.

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting: Annual Parent Meeting

As a school served under Title I, Part A Loge, along with the other Title I schools in the corporation convenes an annual meeting during the first month of school, at a time convenient for 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. In order to keep parents informed, Loge invites to this meeting all parents of children participating in Title I, Part A programs and encourages them to attend.

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: Gifted Students

Students are identified at the conclusion of their 3rd, 4th, and 5th grade years. Teachers complete a packet on information on the students which includes, ISTEP+ scores, IQ, Terra Nova scores, classroom performance. These results are then given to a school corporation committee to evaluate the information submitted from the classroom teachers. Selected students are then put into a Gifted and Talented Class where they are instructed with a Gifted and Talented Curriculum by a teacher licensed in that area.

Impact Level: Low Impact

Focus: Specific

U. Focused Student Group: Special Education

Our focused group has been identified as Special Education Language Arts based on the ISTEP results. As a staff, we will focus on improvement in three blocks. 1)All students will participate in a one hour reading block where instruction is shared with support staff to reduce group size and allow more individualized instruction. 2)In addition, some IEP students will receive 90 minutes of reading instruction using a researched based program by Scholastic entitled "Read 180". 3)All students are offered after school tutoring twice a week to assist in ISTEP preparation.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

I. Focused Academic Area: Daily Four Components of Math

The percentage of teachers in grades K-5 who say on a lesson plan template that they teach "daily review" for the appropriate amount of time.

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

The percentage of teachers in grades K-5 who say, through a lesson plan template, that they teach calendar math for the appropriate minutes daily.

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

The percentage of teachers in grades K-5 who say, through a lesson plan template, that they teach a problem of the day on a daily basis for the appropriate number of minutes.

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

The percentage of teachers in grades K-5 who say, through a lesson plan template, they the teach direct instruction on a daily basis for the appropriate number of minutes.

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

I. Focused Academic Area: Reading Block

The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report.

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

The percentage of teachers in grades K-5 who give importance to the component of comprehension skills through a self report.

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

The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report.

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

I. Focused Academic Area: Writing Block

% of teachers in grades 1-5 who say they teach these components a minimum of 30 minutes daily. % of Kindergarten teachers who say they teach these components a minimum of 60 minutes per week.

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

L. Early Childhood Transition: Early Childhood Transition

The percentage of parents that feel they are prepared to help their child succeed in school.

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

The percentage of parents that state that they are more involved in their child's education.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
86%	90%		90%	

Percentage of returned summer review packet activities

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
69%	75%		N/A	

% of returned checklists for activity buckets for students that contain activities reviewing current math and reading concepts

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
82%	N/A		85%	

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.

Early Childhood Transition

Jan 25, 2010: Plan workshop two **Person:** committee

Feb 25, 2010: Contact speaker for workshop two **Person:** Heather Warner

Mar 28, 2010: Create invite for workshop two **Person:** Heather Warner

Apr 1, 2010: Collect baseline data: **Person:** Heather Warner

Apr 1, 2010: Collect baseline data: % of returned checklists for activity buckets for students that contain activities reviewing current math and reading concepts **Person:** Heather Warner

Apr 1, 2010: Collect baseline data: Percentage of returned summer review packet activities **Person:** Heather Warner

Apr 1, 2010: Collect baseline data: The percentage of parents that feel they are prepared to help their child succeed in school.

Person: Heather Warner

Apr 1, 2010: Collect baseline data: The percentage of parents that state that they are more involved in their child's education.

Person: Heather Warner

Apr 4, 2010: Set up a date for preschool visit **Person:** Ashley Talley, Heather Warner

Apr 11, 2010: Distribute invitations for workshop two **Person:** committee

Apr 19, 2010: conduct workshop two **Person:** committee

Apr 19, 2010: Prepare and conduct workshop two **Person:** committee

Apr 25, 2010: discuss expectations of kindergarten with preschool students **Person:** Ashley Talley, Heather Warner

Apr 25, 2010: Kindergarten students tell preschool students what they learned in kindergarten **Person:** Ashley Talley, Heather Warner

Apr 25, 2010: Preschool students visit future kindergarten classes/teachers **Person:** Ashley Talley, Heather Warner

May 16, 2010: Determine returned checklists for activity buckets for second semester that contain activities reviewing current math and reading concepts **Person:** Ashley Talley, Heather Warner

May 16, 2010: Determine the % of parents that feel they are better equipped to help their child succeed in school **Person:** Ashley Talley, Heather Warner

May 16, 2010: Determine the % of parents that state they are more involved in their child's education **Person:** Ashley Talley, Heather Warner

May 25, 2010: Plan workshop one **Person:** committee

Aug 11, 2010: Make copies for orientation folders **Person:** Ashley Talley, Heather Warner

Aug 11, 2010: Stuff orientation folders **Person:** Ashley Talley, Heather Warner

Aug 16, 2010: Distribute and explain information about kindergarten **Person:** Ashley Talley, Heather Warner

Aug 16, 2010: distribute and present information about kindergarten expectations and procedures **Person:** Ashley Talley, Heather Warner

Aug 16, 2010: Prepare for and conduct workshop one **Person:** committee

Aug 31, 2010: Talk to principal about money for workshops **Person:** Heather Warner

Sep 1, 2010: Determine % of returned summer review packet activities **Person:** Ashley Talley, Heather Warner

Sep 30, 2010: Contact speaker for workshop one **Person:** Heather Warner

Sep 30, 2010: Plan workshop one **Person:** committee

Nov 15, 2010: Keep Checklist of completed summer activity review packets **Person:** Ashley Talley, Heather Warner

Nov 30, 2010: Collect fall data: **Person:** Heather Warner

Nov 30, 2010: Collect fall data: % of returned checklists for activity buckets for students that contain activities reviewing current math and reading concepts **Person:** Malinda Stutsman

Nov 30, 2010: Collect fall data: Percentage of returned summer review packet activities **Person:** Malinda Stutsman

Nov 30, 2010: Collect fall data: The percentage of parents that feel they are prepared to help their child succeed in school. **Person:** Heather Warner

Nov 30, 2010: Collect fall data: The percentage of parents that state that they are more involved in their child's education. **Person:** Heather Warner

Nov 30, 2010: Provide bounce house incentive for students that completed summer packet **Person:** Ashley Talley, Heather Warner
Nov 30, 2010: Tabulate % of completed summer packets **Person:** Ashley Talley, Heather Warner
Dec 13, 2010: Determine the % of parents that feel they are better equipped to help their child succeed in school **Person:** Ashley Talley, Heather Warner
Jun 30, 2011: Collect spring data: **Person:** Heather Warner
Jun 30, 2011: Collect spring data: % of returned checklists for activity buckets for students that contain activities reviewing current math and reading concepts **Person:** Heather Warner
Jun 30, 2011: Collect spring data: Percentage of returned summer review packet activities **Person:** Heather Warner
Jun 30, 2011: Collect spring data: The percentage of parents that feel they are prepared to help their child succeed in school. **Person:** Heather Warner
Jun 30, 2011: Collect spring data: The percentage of parents that state that they are more involved in their child's education. **Person:** Heather Warner

Encourage Rigorous Curriculum

Feb 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Mar 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Apr 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
May 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Aug 15, 2010: Develop a grade level meeting calendar **Person:** Marty Watson
Aug 15, 2010: Develop SSP schedule and standards **Person:** Malinda Stutsman
Aug 25, 2010: Assess Students **Person:** Teachers
Sep 1, 2010: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Sep 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Sep 10, 2010: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers
Sep 25, 2010: Assess Students **Person:** Teachers
Oct 1, 2010: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Oct 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Oct 10, 2010: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers
Oct 25, 2010: Assess Students **Person:** Teachers
Nov 1, 2010: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Nov 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Nov 10, 2010: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers
Nov 25, 2010: Assess Students **Person:** Teachers
Dec 1, 2010: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Dec 1, 2010: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Dec 10, 2010: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers
Dec 25, 2010: Assess Students **Person:** Teachers
Jan 1, 2011: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Jan 1, 2011: Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results **Person:** Teachers
Jan 10, 2011: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers

Jan 25, 2011: Assess Students **Person:** Teachers
Feb 1, 2011: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Feb 10, 2011: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers
Feb 25, 2011: Assess Students **Person:** Teachers
Mar 1, 2011: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Mar 10, 2011: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers
Mar 25, 2011: Assess Students **Person:** Teachers
Apr 1, 2011: After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom to meet the needs of students **Person:** Teachers
Apr 10, 2011: Provide remediation activities to students who do not pass SSP Assessments and enrichment activities to those who do pass the SSP Assessments **Person:** Teachers
Apr 25, 2011: Assess Students **Person:** Teachers

Focused Academic Area

Feb 3, 2010: Include a Steering Team member and a grade level representative on the Writing Block Strategy Committee **Person:** Marty Watson
✓ Mar 10, 2010: Edit, distribute, collect, and evaluate survey **Person:** S. Kuebler
Mar 15, 2010: Find out how much money is available for training **Person:** Paula Davis
Apr 1, 2010: Collect baseline data: % of teachers in grades 1-5 who say they teach these components a minimum of 30 minutes daily. % of Kindergarten teachers who say they teach these components a minimum of 60 minutes per week. **Person:** Jan Schmitt
Apr 7, 2010: Grade Level meetings to create a Beginning/End of year Personal Narrative Baseline Writing Prompt **Person:** Marty Watson
Apr 7, 2010: Grade Level Meeting to develop quarterly Writing Prompts using Grade Level Standards **Person:** Marty Watson
Apr 7, 2010: Have Grade Level Representatives to frequently mentor and discuss progress with Grade Level teachers. **Person:** Grade Level Representaatives
Apr 15, 2010: Prepare, distribute, collect, and evaluate survey **Person:** Jan Schmitt
Apr 15, 2010: Survey- Prepare, distribute, collect, and evaluate surveys. **Person:** Jan Schmitt
May 5, 2010: Have Grade Level Representatives to frequently mentor and discuss progress with Grade Level teachers. **Person:** Grade Level Representaatives
Jun 2, 2010: Have Grade Level Representatives to frequently mentor and discuss progress with Grade Level teachers. **Person:** Grade Level Representaatives
Jul 7, 2010: Have Grade Level Representatives to frequently mentor and discuss progress with Grade Level teachers. **Person:** Grade Level Representaatives
Aug 4, 2010: Have Grade Level Representatives to frequently mentor and discuss progress with Grade Level teachers. **Person:** Grade Level Representaatives
Aug 10, 2010: Ask for Feedback: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers. **Person:** Jana Miles
✓ Aug 10, 2010: Coordinate aides for grade level reading blocks. **Person:** L. Dormeier/T. Williams/M. Watson
✓ Aug 10, 2010: Create a powerpoint presentation outlining key elements of reading. **Person:** S. Kuebler
✓ Aug 10, 2010: Explain strategy details to faculty. **Person:** S.Kuebler
✓ Aug 10, 2010: Find out how much funding is available to train new teachers in Dibels. **Person:** M. Watson/T. Scott
✓ Aug 10, 2010: Include a steering team member and a grade level representative on the committee. **Person:** M. Watson
Aug 10, 2010: Meet with faculty to explain strategy and details. **Person:** Jan Schmitt
Aug 10, 2010: New Teacher Training **Person:** Jana Miles, Pam Mosbey, Jana Daub, Lynn Snodgrass, Lisa Sharp
Aug 10, 2010: Presentation on Daily Four Components of Math **Person:** Jana Miles
✓ Aug 10, 2010: Stagger reading times among grade levels. **Person:** L. Dormeier/T. Williams/M. Watson
Aug 10, 2010: Strategy Committee: Include a steering team member and a grade level representative on the committee. **Person:** Marty Watson
Aug 10, 2010: Talk To: Explain strategy details to faculty. **Person:** Jana Miles
✓ Aug 10, 2010: Train teachers in each component of the reading block. **Person:** M. Watson/T. Scott/M. Tubbs
✓ Aug 11, 2010: Create agendas for grade level and cross grade level meetings. **Person:** S.Kuebler/J.Miles/M.Watson
✓ Aug 11, 2010: Distribute handouts of aides and schedules. **Person:** S.Kuebler/M. Watson
✓ Aug 18, 2010: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers. **Person:** M.Tubbs/T.Scott/C.Wright/S.Kuebler/T.Williams
Aug 20, 2010: Distribute Writing Prompt Rubrics **Person:** Heather Oxley

Aug 30, 2010: Collect lesson plan templates for teachers in grades K-5. **Person:** Jana Daub

Sep , 2010: Inservice for untrained teachers- Teachers training teachers **Person:** Marty Watson

Sep 3, 2010: Evaluate lesson plan templates for the appropriate times. **Person:** Jana Miles

Nov 18, 2010: Edit, distribute, collect, and evaluate survey. **Person:** S. Kuebler

Nov 19, 2010: Research best practices, various curriculums and assessments to better enhance each component. **Person:** S. Kuebler/L. Dormeier/T. Williams

Nov 22, 2010: Collect lesson plan templates for teachers in grades K-5. **Person:** Jennifer Ellis

Nov 24, 2010: Evaluate lesson plan templates for the appropriate times. **Person:** Jana Miles

Nov 30, 2010: Collect fall data: % of teachers in grades 1-5 who say they teach these components a minimum of 30 minutes daily. % of Kindergarten teachers who say they teach these components a minimum of 60 minutes per week. **Person:** Jan Schmitt

Nov 30, 2010: Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report. **Person:** S.Kuebler

Nov 30, 2010: Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of comprehension skills through a self report. **Person:** S.Kuebler

Nov 30, 2010: Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:** S.Kuebler

Nov 30, 2010: Collect fall data: The percentage of teachers in grades K-5 who say on a lesson plan template that they teach "daily review" for the appropriate amount of time. **Person:** Jana Daub

Nov 30, 2010: Collect fall data: The percentage of teachers in grades K-5 who say, through a lesson plan template, that they teach a problem of the day on a daily basis for the appropriate number of minutes. **Person:** Jana Daub

Nov 30, 2010: Collect fall data: The percentage of teachers in grades K-5 who say, through a lesson plan template, that they teach calendar math for the appropriate minutes daily. **Person:** Jana Daub

Nov 30, 2010: Collect fall data: The percentage of teachers in grades K-5 who say, through a lesson plan template, they the teach direct instruction on a daily basis for the appropriate number of minutes. **Person:** Jana Daub

Dec 16, 2010: Collect copies of the Writing Prompt Class Summary. **Person:** Jan Schmitt

Mar 7, 2011: Collect lesson plan templates from teachers in grades K-5. **Person:** Jennifer Ellis

Mar 9, 2011: Edit, distribute, collect, and evaluate survey. **Person:** S. Kuebler

Mar 10, 2011: Evaluate lesson plan templates for the appropriate times. **Person:** Jana Miles

Jun 30, 2011: Collect spring data: % of teachers in grades 1-5 who say they teach these components a minimum of 30 minutes daily. % of Kindergarten teachers who say they teach these components a minimum of 60 minutes per week. **Person:** Jan Schmitt

Jun 30, 2011: Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report. **Person:** S.Kuebler

Jun 30, 2011: Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of comprehension skills through a self report. **Person:** S.Kuebler

Jun 30, 2011: Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:** S.Kuebler

Jun 30, 2011: Collect spring data: The percentage of teachers in grades K-5 who say on a lesson plan template that they teach "daily review" for the appropriate amount of time. **Person:** Jennifer Ellis

Jun 30, 2011: Collect spring data: The percentage of teachers in grades K-5 who say, through a lesson plan template, that they teach a problem of the day on a daily basis for the appropriate number of minutes. **Person:** Jennifer Ellis

Jun 30, 2011: Collect spring data: The percentage of teachers in grades K-5 who say, through a lesson plan template, that they teach calendar math for the appropriate minutes daily. **Person:** Jennifer Ellis

Jun 30, 2011: Collect spring data: The percentage of teachers in grades K-5 who say, through a lesson plan template, they the teach direct instruction on a daily basis for the appropriate number of minutes. **Person:** Jennifer Ellis

Aug 10, 2011: Small Group Faculty Discussions **Person:** Marty Watson, Jana Miles, Lisa Sharp

Focused Student Group

Jan 3, 2010: Teachers recommend students for EXCEL program based on ISTEP scores and class performance **Person:** Teachers in grades 3-6

Jul 25, 2010: Assign Aides and all available teachers, such as resource and Title, to grade levels **Person:** Marty Watson

Jul 25, 2010: Organize reading block schedule **Person:** Marty Watson

Aug 8, 2010: Assign teachers to students of similar grade levels **Person:** Malinda Stutman

Aug 8, 2010: Continue after school tutoring program **Person:** Marty Watson

Aug 8, 2010: Continued implementation of Read 180 program with 3rd grade IEP students **Person:** Sherry Pemberton

Aug 8, 2010: Letters will be written and sent home inviting students to participate in the program **Person:** Malinda Stutsman

Aug 8, 2010: List of all students who did not pass ISTEP will be created **Person:** Malinda Stutsman

Aug 10, 2010: Monitoring of teacher lessons and reading instructional time **Person:** Marty Watson

Sep 10, 2010: Teachers complete the Kingore Inventory with their students. **Person:** Teachers in grades K-2

Sep 10, 2010: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2

Oct 10, 2010: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2
Nov 10, 2010: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2
Dec 10, 2010: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2
Jan 10, 2011: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2
Feb 10, 2011: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2
Mar 10, 2011: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2
Apr 10, 2011: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2
May 10, 2011: Teachers create enrichment opportunities for students based on their Kingore Inventory results **Person:** Teachers in grades k-2

Parent Involvement

Aug 1, 2010: Develop an agenda for Meet the Teacher Night **Person:** Marty Watson
Aug 1, 2010: Meet the Teacher Night organization of workers **Person:** Malinda Stutsman
Aug 1, 2010: Select a date for Meet the Teacher Night based on school calendar. This must be within the first week or two of school **Person:** Marty Watson
Aug 10, 2010: Ask for volunteers for a committee for the Family Literacy Night **Person:** Marty Watson
Aug 10, 2010: Develop a Family Literacy Night agenda **Person:** Marty Watson
Aug 10, 2010: Maintain Website for Loge Elementary **Person:** Lisa Sharp
Aug 10, 2010: Order books from Barnes and Noble or Scholastic for each child **Person:** Malinda Stutsman
Aug 10, 2010: Provide Teachers with a Sign-In Sheet for Title purposes **Person:** Malinda Stutsman
Aug 10, 2010: Provide teachers with Title I Packets for distribution **Person:** Malinda Stutsman
Aug 10, 2010: Send home reminders with students to invite parents and families **Person:** Malinda Stutsman
Aug 11, 2010: Day of event, set our agendas prepare food, etc. **Person:** Malinda Stutsman
Aug 15, 2010: Organize a committee to determine a theme and booths that will be available. **Person:** Malinda Stutsman
Aug 15, 2010: Set up the night with the Scholastic Book Fair **Person:** Carla Woolsey
Aug 20, 2010: Set-up and tear down of booths **Person:** Marty Watson
Aug 25, 2010: Within a week of the event, collect all signed Title I packets **Person:** Malinda Stutsman

Professional Development Summary

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

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

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

A. Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: SSP Program

No professional development is needed for this strategy.

I. Focused Academic Area: Daily Four Components of Math

New Teacher Training

Brief Description: Grade level representatives should meet with new teachers to train them on the 4-Frame Math model.

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

Presentation on Daily Four Components of Math

Brief Description: Create an outline that highlights the key components of Math.

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: n/a

Does this activity occur during the school day? Yes

Small Group Faculty Discussions

Brief Description: Create agendas for grade level and cross grade level meetings.

Intended Participants: Teachers

Date: Aug 10, 2011

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

Activity Format: Study Group

Funding: n/a

Does this activity occur during the school day? Yes

I. Focused Academic Area: Reading Block

Train teachers in each component of the reading block.

Brief Description: Provide teachers with proper training in each component area of reading block.

Intended Participants: Teachers, Other

Date: Aug 10, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: PL 221

Does this activity occur during the school day? Yes

I. Focused Academic Area: Writing Block

Inservice for untrained teachers- Teachers training teachers

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

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Peer Coaching

Funding: PL 221

Does this activity occur during the school day? Yes

L. Early Childhood Transition: Early Childhood Transition

U. Focused Student Group: Gifted Students

U. Focused Student Group: Special Education

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Early Childhood Transition
- A. Parent Involvement

B. Educator Training (TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (TAS)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (TAS)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP Writing Process (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP Number Sense (all tested grades)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: SSP Program

I. Focused Academic Area (PL221, TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP Writing Process (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP Number Sense (all tested grades)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Block
- I. Focused Academic Area: Daily Four Components of Math
- I. Focused Academic Area: Reading Block

J. Instruction by Highly Qualified Teachers (TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

L. Early Childhood Transition (TAS)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- L. Early Childhood Transition: Early Childhood Transition

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

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

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

S. School-Parent Compact (TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- S. School-Parent Compact: School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Annual Parent Meeting

U. Focused Student Group (PL221, TAS)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- U. Focused Student Group: Gifted Students
- U. Focused Student Group: Special Education

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	School Library
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	N/A
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Lollipop testing - given to children entering Kindergarten to determine readiness in Language Arts and Math.</p> <p>Dibels - given to students from Kindergarten through grade 2. This test determines the areas in reading readiness that they may not be proficient such as phonemic segmentation, nonsense word fluency, oral reading fluency, word use, and retelling fluency.</p> <p>Acuity - This test is on the computer and is given to students in grades 3 through 5 in the areas of Language Arts and Math in a format similar to ISTEP. We are using the predictive test to help us determine how students may do on the ISTEP in the spring.</p> <p>STAR Reading - this test is given to students in grades 2 through 5 at the beginning and end of the school year to determine their reading level and improvement.</p> <p>STAR Math - this test is given to students in grades 4 and 5 at the beginning and end of the school year to determine their math levels and improvement.</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	

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 2010-2011 school year