

# **School Improvement Plan - 2011-2012**

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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
- Indiana Rules and Regulations
- 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
- Rebecca McClure
- Jana Miles
- Jan Schmitt
- Malinda Stutsman
- Heather Warner
- Marty Watson
- Stephanie Weidrich
- Tiffany Williams

## Community Council

- Amanda Aigner - Family Business
- Lisa Alexander - Business
- Lana Anderson - Parent 1st Grade
- Jaylene Bell - 4th Grade Parent
- Lori Brown - Parent of exceptional Life Skills Student
- Kelley Burdette - Parent of exceptional life skills student
- Jackie Cloutier - 3rd and 4th grade parent
- Eric Conner - school board member/business owner
- Ron Daugherty - 5th grade parent
- Juliza Dillehay - 2nd Grade Parent
- Brian Dormeier - Loss Control Specialist (safety)
- Summer Ezell - Kindergarten Parent
- Nerissa Foor
- Valerie France - Parent of exceptional 4th grade student
- Me'Chele Fuller - Parent of a 4th grade student
- Heather Greer - Parent 3rd Grade Student
- Micah Greer - Daycare Provider/ Business Owner
- Shannon Hart - Parent 1st Grade student
- Mayor Pam Hendrickson - local government representative
- Chris Hurley - Parent of exceptional Kindergarten student
- Krista Hurley - Parent of exceptional Kindergarten student
- Rev. Jim Ingram - local church leader
- Ashley Jamison - Parent of a Kindergarten Student
- Ryan Jamison - Parent of a Kindergarten Student
- Julie Lance - Parent of a Kindergarten Student
- Shannon Lindsey - Parent of a Kindergarten Student
- Mary Mitcham - Parent of a Kindergarten Student
- Rev. Kevin Morris - Youth Service Representative
- Mandy Nelson - Parent 1st Grade student
- Jeri Phillips - Parent 1st Grade student
- Mark Phillips - parent of 2nd grader/community lawyer
- Kelly Putnam - 2nd grade parent
- Karie Richmond - 3rd grade parent
- Julie Robertson - Parent of a 2nd grade student
- Cindy Saltzman - community volunteer organizer
- Daryl Saltzman - city police chief
- Brad Schneider - central office administration
- Brandi Schnuck - Parent of a 2nd grade student
- Keith Shelton - grandfather of 6th grader/business owner
- Amber Smith - Parent of a Kindergarten Student
- Emily Strahle - Youth Resources
- Malinda Stutsman - Title 1 Teacher - Loge
- Dennis Sutton - parent of 5th grader/school volunteer
- Tai Trice - Parent of a Kindergarten Student
- Misty Wies - Parent 3rd Grade Student
- Tonya Wilke - Parent 1st Grade Student
- Carla Woolsey

# 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)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	76.4%	80%	81.1%	83%	87.9%	88%		89%		90%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			80.1%	82%	84.0%	85%		86%		87%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79.4%	82%	82.5%	84%	86%	87%		88%		89%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	76.7%	80%	81.6%	83%	82.5%	83%		85%		87%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71.6%	75%	80.1%	82%	80.5%	81%		83%		85%		100%

**All K-2 students End of the Year DIBELS Assessments - Calculated Average Percentage Passing**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					74%	77%	77.2%	80%		82%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	76.6%	80%	82.3%	84%	85.7	86%		87%		89%		100%

**All Students End of the Year STAR Reading - Calculated Average Percentage Passing**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					46%	50%		54%		58%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
54%	54%	57%	67.9%	70%	82.8%	83%		84%		85%		100%



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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53%	67.8%	69%	76.8%	78%	86.2%	87%		88%		89%		100%

**Grades 3-5 Acuity Reading Test - Calculated Average Percentage Passing**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					78%	80%		82%		84%		100%

**Title I students - Passing ISTEP Lang. Arts and Math**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			47%	50%	72%	74%		76%		78%		100%

## Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

## Local Areas of Concern

**We are concerned that... Students personal problems interfere with learning**

## Required Areas of Concern

**A. Parent Involvement**

**B. Educator Training - Parent Involvement**

**C. Outreach to Preschool Parent Involvement Programs**

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**J2. Instruction by Highly Qualified Paraprofessionals**

**L. Student 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**

**W. Timely Additional Assistance**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Environment/Student Personal Problems

Loge School will help parents, teachers, and students deal with personal problems at home and school through a list of resources, tools, and coping skills. The Student Personal Problems committee will accumulate a list of available resources and give this list to all parents at the beginning of the year and throughout the year as needed. Any staff member will continue to identify students with problems and bring this information to the committee to help develop solutions as needed. Students will be taught learning strategies to cope with personal problems as an ongoing process throughout the year by the school social worker. Surveys will be given again at the end of each year to determine success of this committee's actions.

**Impact Level:** High Impact - Outside

**Focus:** General

### Reading Assessment

Teachers will assess each student's reading progress with the following benchmark assessments: STAR READING (K-5), DIBELS (K-2), and ACUITY (3-5). These benchmark assessments will occur at the beginning, middle, and end of the school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Reading Communication to Parents

K-2 teachers will send home DIBELS benchmark test results following every benchmark test. 3-5 Teachers will send home Acuity diagnostic test results following each diagnostic test. All teachers will send home Star Reading test results following designating testing periods. All teachers will communicate, via the agenda book, for daily student reading progress.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Tier 2 Reading

Designated faculty members will provide research based reading interventions. These small intervention groups will take place daily within a 30 minute remediation block.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Tier 3 Reading

Designated faculty members will provide intensive research based reading interventions on specific deficient reading skills and concepts. These intensive groups will have no more than 3 students within the group. This will take place daily for 30 minutes.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

### A. Parent Involvement: Family Literacy Night

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. This will include Family Literacy Night, where parents receive training and materials related to the literacy development of their child.

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training - 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.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### 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. The workshops include information such as: how to work with your child at home, the importance of reading to your child, and what skills your child should know prior to entering Kindergarten and those they will learn in Kindergarten.

**Impact Level:** High Impact - Outside

**Focus:** General

### 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:** High Impact - Outside

**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

### G. Attendance

The school social worker sends formal letters to parents when their child misses school at 10 and 20 days. The social worker is in constant contact with students' parents that are habitual offenders through phone calls, conferences, and home visits.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### 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 computation concepts during each of these instructional periods.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Tier 1 Core Reading Block**

Teachers will provide a daily reading instructional block for all students throughout the school year. K-2 will provide 90 minutes of uninterrupted reading while 3-5 will provide 60 minutes. This block will consist of developing phonics, phonemic awareness, fluency, vocabulary, and comprehension skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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:** Specific

#### **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. Loge School maintains a list of every teacher and their licensing information. The principal holds this up to date list. In addition, all of the teachers at Loge School are highly qualified as determined by federal mandate. The principal verifies this information yearly for new teachers.

**Impact Level:** Low Impact

**Focus:** General

#### **J2. Instruction by Highly Qualified Paraprofessionals.**

Loge School maintains a list of all paraprofessionals (aides who provide instructional support services) in the building that includes how the paraprofessional became highly qualified (associate degree, two years of college or passed the ParaPro test). The principal holds this up to date list. In addition, all of the paraprofessionals at Loge School are highly qualified as determined by federal mandate. The principal verifies this information yearly for new paraprofessionals.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **L. Student 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**

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 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. 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

## **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. The School-Parent Compacts are discussed with all parents at the Annual Title 1 Parent Meeting. Every student is given this packet to take home. The parents, student, and teacher all sign the back page to show they have read and understand the compact. The Title 1 teacher maintains the copies of all the signed compacts.

**Impact Level:** Low Impact

**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:** Specific

## **U. Focused Student Group: Gifted Students**

Students are identified at the conclusion of their 3rd, 4th, and 5th grade years as gifted. Teachers complete a packet of 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:** High Impact - Inside

**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 two 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".

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **W. Timely Additional Assistance**

Students in grades K-6 are ranked at the beginning of the school year in the area of math and language arts based on two forms of assessment. Students are grouped based on need and placed into remediation classes accordingly. Primary grade students are also assessed at the beginning, middle, and end of the school year using the Dibels program and are placed in groups to work on specific areas of need. After three weeks of intense instruction, progress monitoring assessments are done to determine future groups. Throughout the year, students in grades three through six are assessed every two weeks on specific academic standards and placed in a remediation group based on that assessment. Following two weeks of instruction, reassessments are given to determine mastery of these standards.

**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.

### Local Strategies

#### Reading Assessment

The percentage of teachers in grades K-5 who assess students' STAR Reading scores through a self report.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80%	100%		100%	

The percentage of teachers in grades K-5 who assess students' Dibels Assessment Scores through a self report.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
75%	100%		100%	

The percentage of teachers in grades 3-5 who assess students' Acuity Diagnostic Assessment Scores through a self report.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0%	100%		100%	

#### Reading Communication to Parents

The percentage of teachers in grades K-5 who have sent letters to the parents of the students on their class roster.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75%	100%		100%	

### Tier 2 Reading

The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

### Tier 3 Reading

The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

## 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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

**I. Focused Academic Area: Tier 1 Core Reading Block**

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 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 with a focus on literary text through a self report.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 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 and Kindergarten teachers who say they teach these components a minimum of 60 minutes per week.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100%				

**L. Student Transition: Early Childhood Transition**

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90				

% of returned summer review packet activities

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
84				

**U. Focused Student Group: Gifted Students**

% of teachers of gifted students who provide additional instructional activities/opportunities for gifted children as evident in lesson plans

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
58	100		100	

**U. Focused Student Group: Special Education**

% of teacher lesson plans that reflect Reading block and/or Read 180 program

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

**W. Timely Additional Assistance**

% of teachers who use alternatives in instruction as shown in teachers' lesson plans.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	100		100	

## To-Do List

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

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

## Encourage Rigorous Curriculum

**Aug 10, 2011:** Students will be given 2 Math and 2 Language Arts assessments the first week of school **Person:** Malinda Stutsman

**Aug 10, 2011:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Sep 1, 2011:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Sep 1, 2011:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Sep 14, 2011:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Oct 6, 2011:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Oct 6, 2011:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Oct 12, 2011:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Nov 3, 2011:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Nov 3, 2011:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Nov 9, 2011:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Dec 1, 2011:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Dec 1, 2011:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Dec 14, 2011:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Jan 5, 2012:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Jan 5, 2012:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Jan 11, 2012:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Feb 2, 2012:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Feb 2, 2012:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Feb 8, 2012:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Mar 1, 2012:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Mar 1, 2012:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Mar 14, 2012:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

**Apr 5, 2012:** Students will be evaluated on the standards taught during this time **Person:** Malinda Stutsman

**Apr 5, 2012:** Teachers will collaborate to discuss results of assessments and any changes in curriculum needed **Person:** Malinda Stutsman

**Apr 11, 2012:** Teachers submit standards to be completed each week **Person:** Malinda Stutsman

## Environment/Student Personal Problems

**Aug 15, 2011:** Compile information of available help from outside resources **Person:** Stephanie Weidrich

**Aug 20, 2011:** Disburse information packets to all student **Person:** Beverly Eseray

**Aug 21, 2011:** Invite a speaker to come to Loge, perhaps a social worker, to speak with parents on Meet the Teacher Night **Person:** Stephanie Weidrich

**Sep 1, 2011:** Contact other schools to research what resources are being utilized by parents in those schools with similar demographics. **Person:** Rich Wootten

**Sep 1, 2011:** Maintain and update the local resource information available to parents. **Person:** Stephanie Weidrich

**Sep 5, 2011:** Make Ruby Payne's Framework For Understanding Poverty available to current and new faculty. **Person:** Stephanie Weidrich

**Oct 1, 2011:** Organize a food drive for the local food bank **Person:** Donna Driskell

**Dec 10, 2011:** Survey students, parents, and teachers to indicate areas of need for this strategy. **Person:** Stephanie Weidrich

## Focused Academic Area

✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report. **Person:**

✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers in grades K-5 who give importance to the component of comprehension skills with a focus on literary text through a self report. **Person:**

✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:**

✓ **May 16, 2011:** AIMS Problem Solving Workshop **Person:** Marty Watson

**Aug 10, 2011:** Ask for Feedback: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers. **Person:** Jana Miles

**Aug 10, 2011:** Coordinate aides for grade level reading blocks. **Person:** Marty Watson

**Aug 10, 2011:** Create a powerpoint presentation outlining key elements of reading. **Person:** Tiffany Williams

**Aug 10, 2011:** Explain strategy details to faculty. **Person:** Tiffany Williams

**Aug 10, 2011:** Find out how much funding is available to train new teachers in Dibels. **Person:** Marty Watson

**Aug 10, 2011:** Include a steering team member and a grade level representative on the committee. **Person:** Marty Watson

**Aug 10, 2011:** New Teacher Training **Person:** Heather Warner, Jana Miles, Pam Mosbey, Jana Daub, Lynn Snodgrass, Lisa Sharp

**Aug 10, 2011:** Presentation of Daily Four Components of Math **Person:** Jana Miles

**Aug 10, 2011:** Stagger reading times among grade levels. **Person:** Sara Kuebler/Jana Daub/Marty Watson

**Aug 10, 2011:** Strategy Committee: Include a steering team member and a grade level representative on the committee. **Person:** Marty Watson

✓ **Aug 10, 2011:** Talk to faculty and explain the strategy and details **Person:** Jan Schmitt

**Aug 10, 2011:** Talk To: Explain strategy details to faculty. **Person:** Jana Miles

**Aug 10, 2011:** Train teachers in each component of the reading block. **Person:** Teresa Scott/Paula Davis/Marty Watson

**Aug 11, 2011:** Create agendas for grade level and cross grade level meetings. **Person:** Marty Watson

**Aug 11, 2011:** Distribute hand outs of aides and schedules **Person:** Sara Kuebler/Marty Watson

✓ **Aug 11, 2011:** Distribute Writing Prompt Rubrics and Class Summaries to teachers **Person:** Jan Schmitt

✓ **Aug 11, 2011:** Have a grade level representative to frequently monitor and discuss progress with their grade level teachers

**Person:** Grade Level Representaatives

✓ **Aug 11, 2011:** Inservice for untrained teachers- Teachers training teachers **Person:** Marty Watson

✓ **Aug 11, 2011:** Prepare, distribute, collect, and evaluate survey **Person:** Jan Schmitt

**Aug 19, 2011:** Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers. **Person:** Ashley Byers/Paula Davis/Teresa Scott/Jana Daub/Tiffany Williams/Marty Watson

**Nov 18, 2011:** Edit, distribute, collect and evaluate survey. **Person:** Tiffany Williams

**Nov 18, 2011:** Research best practices, various curriculums, and assessments to better enhance each component. **Person:** Lori Dorneier/Sara Kuebler/Tiffany Williams

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

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

**Nov 30, 2011:** Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of comprehension skills with a focus on literary text through a self report. **Person:**

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

**Nov 30, 2011:** 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, 2011:** 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, 2011:** 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, 2011:** 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 7, 2011:** Evaluate fall data for appropriate times. **Person:** Jana Miles

**Dec 15, 2011:** Collect copies of the Writing Prompt Class Summary. **Person:** Jan Schmitt

**Dec 15, 2011:** Prepare, distribute, collect, and evaluate survey **Person:** Jan Schmitt



**Mar 16, 2012:** Edit, distribute, collect, and evaluate survey. **Person:** Tiffany Williams

**Apr 18, 2012:** Revisit Writing Prompts and make changes for the next school year **Person:** Grade Level Representaatives

**May 9, 2012:** Evaluate spring data for appropriate times **Person:** Jana Miles

**May 15, 2012:** Collect copies of the Writing Prompt Class Summary. **Person:** Jan Schmitt

**May 15, 2012:** Prepare, distribute, collect, and evaluate survey **Person:** Jan Schmitt

**Jun 30, 2012:** Collect spring data: % of teachers in grades 1-5 who say they teach these components a minimum of 30 minutes daily and Kindergarten teachers who say they teach these components a minimum of 60 minutes per week. **Person:** Jan Schmitt

**Jun 30, 2012:** Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report. **Person:**

**Jun 30, 2012:** Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of comprehension skills with a focus on literary text through a self report. **Person:**

**Jun 30, 2012:** Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:**

**Jun 30, 2012:** 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:** Heather Warner

**Jun 30, 2012:** 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:** Heather Warner

**Jun 30, 2012:** 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:** Heather Warner

**Jun 30, 2012:** 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:** Heather Warner

## Focused Student Group

**Apr 1, 2011:** Collect baseline data: % of teacher lesson plans that reflect Reading block and/or Read 180 program **Person:** Tiffany Williams

**Apr 1, 2011:** Collect baseline data: % of teachers of gifted students who provide additional instructional activities/opportunities for gifted children as evident in lesson plans **Person:** Lisa Sharp

**Aug 7, 2011:** In cross-grade level meetings, place on agenda the topic of implementation of GT program. **Person:** Marty Watson

**Aug 7, 2011:** Plan collaboration time for teachers to work with teachers of the same grade level at other schools in the district to discuss implementation of new GT programs. **Person:** Marty Watson

**Aug 20, 2011:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Sep 11, 2011:** Collaborate with teachers of same grade level to develop alternative curricula for students identified as gifted in grades K-3 **Person:** Marty Watson

**Sep 20, 2011:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Oct 20, 2011:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Nov 20, 2011:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Nov 30, 2011:** Collect fall data: % of teacher lesson plans that reflect Reading block and/or Read 180 program **Person:** Tiffany Williams

**Nov 30, 2011:** Collect fall data: % of teachers of gifted students who provide additional instructional activities/opportunities for gifted children as evident in lesson plans **Person:** Lisa Sharp

**Dec 17, 2011:** Mr. Watson will meet with grade levels to discuss how they have implemented the new GT program requirements. **Person:** Marty Watson

**Dec 20, 2011:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Jan 20, 2012:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Feb 20, 2012:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Mar 20, 2012:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Apr 20, 2012:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**May 20, 2012:** Some IEP students will receive 90 minutes of reading instruction using Read 180 **Person:**

**Jun 30, 2012:** Collect spring data: % of teacher lesson plans that reflect Reading block and/or Read 180 program **Person:** Tiffany Williams

**Jun 30, 2012:** Collect spring data: % of teachers of gifted students who provide additional instructional activities/opportunities for gifted children as evident in lesson plans **Person:** Lisa Sharp

## Parent Involvement

**Aug 8, 2011:** Create flyer **Person:** Malinda Stutsman

**Aug 9, 2011:** Distribute flyer to students to take home **Person:** Malinda Stutsman

**Aug 9, 2011:** Prepare Title 1 packets for distribution **Person:** Malinda Stutsman

**Aug 11, 2011:** Order children's books to be given to each student **Person:** Malinda Stutsman

## Reading Assessment

- ✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers in grades 3-5 who assess students' Acuity Diagnostic Assessment Scores through a self report. **Person:**
- ✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers in grades K-5 who assess students' Dibels Assessment Scores through a self report. **Person:**
- ✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers in grades K-5 who assess students' STAR Reading scores through a self report. **Person:**
- Aug 10, 2011:** Create a powerpoint presentation outlining the assessments and their time frames. **Person:** Tiffany Williams
- Aug 10, 2011:** Create calendar for the assessment schedule for the school year. **Person:** Marty Watson
- Aug 10, 2011:** Presentation of assessment calendar. **Person:** Marty Watson
- Sep 2, 2011:** Edit, distribute, collect, and evaluate data. **Person:** Sara Kuebler
- Sep 9, 2011:** Train teachers in each assessment tool. **Person:** Ashley Byers/Paula Davis/Teresa Scott/Jana Daub/Tiffany Williams/Marty Watson
- Nov 30, 2011:** Collect fall data: The percentage of teachers in grades 3-5 who assess students' Acuity Diagnostic Assessment Scores through a self report. **Person:**
- Nov 30, 2011:** Collect fall data: The percentage of teachers in grades K-5 who assess students' Dibels Assessment Scores through a self report. **Person:**
- Nov 30, 2011:** Collect fall data: The percentage of teachers in grades K-5 who assess students' STAR Reading scores through a self report. **Person:**
- Dec 2, 2011:** Edit, distribute, collect, and evaluate data. **Person:** Sara Kuebler
- May 11, 2012:** Edit, distribute, collect, and evaluate data. **Person:** Sara Kuebler
- Jun 30, 2012:** Collect spring data: The percentage of teachers in grades 3-5 who assess students' Acuity Diagnostic Assessment Scores through a self report. **Person:**
- Jun 30, 2012:** Collect spring data: The percentage of teachers in grades K-5 who assess students' Dibels Assessment Scores through a self report. **Person:**
- Jun 30, 2012:** Collect spring data: The percentage of teachers in grades K-5 who assess students' STAR Reading scores through a self report. **Person:**

## Reading Communication to Parents

- ✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers in grades K-5 who have sent letters to the parents of the students on their class roster. **Person:**
- Sep 9, 2011:** At the beginning of the year review parent assessment communication letter. **Person:** Marty Watson
- Sep 9, 2011:** Develop assessment communication letters to the parents. **Person:** Ashley Byers/Paula Davis/Teresa Scott/Jana Daub/Tiffany Williams/Marty Watson
- Sep 14, 2011:** Present assessment communication letter to faculty. **Person:** Marty Watson
- Nov 30, 2011:** Collect fall data: The percentage of teachers in grades K-5 who have sent letters to the parents of the students on their class roster. **Person:**
- Jun 30, 2012:** Collect spring data: The percentage of teachers in grades K-5 who have sent letters to the parents of the students on their class roster. **Person:**

## Student Transition

- Jun 1, 2011:** Meet with preschool teachers to discuss kindergarten readiness. **Person:** Cyndi Saltzman
- Aug 1, 2011:** Prepare Powerpoint for Kindergarten Parent Meeting **Person:** Ashley Byer, Heather Warner
- Aug 10, 2011:** Prepare Handouts for Parent Meeting **Person:** Heather Warner
- Aug 15, 2011:** Create a calendar of opportunities for parents to come to school with their children **Person:** Ashley Byers
- Sep 1, 2011:** Create a "bucket" of activities that parents and children can do at home **Person:** Heather Warner
- Oct 1, 2011:** Refill activity 'buckets' with materials **Person:** Heather Warner
- Nov 5, 2011:** Refill activity 'buckets' with materials **Person:** Heather Warner
- Nov 30, 2011:** Collect fall data: % of returned checklists for activity buckets for students that contain activities reviewing current math and reading concepts **Person:** Heather Warner
- Nov 30, 2011:** Collect fall data: % of returned summer review packet activities **Person:** Heather Warner
- Nov 30, 2011:** Collect fall data: The percentage of parents that feel they are prepared to help their child succeed in school. **Person:** Heather Warner
- Nov 30, 2011:** Collect fall data: The percentage of parents that state that they are more involved in their child's education. **Person:** Heather Warner

**Dec 3, 2011:** Refill activity 'buckets' with materials **Person:** Heather Warner  
**Jan 7, 2012:** Refill activity 'buckets' with materials **Person:** Heather Warner  
**Feb 4, 2012:** Refill activity 'buckets' with materials **Person:** Heather Warner  
**Mar 3, 2012:** Refill activity 'buckets' with materials **Person:** Heather Warner  
**Apr 7, 2012:** Refill activity 'buckets' with materials **Person:** Heather Warner  
**May 5, 2012:** Collect evaluation forms from preschool teachers **Person:** Ashley Byers  
**Jun 30, 2012:** 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, 2012:** Collect spring data: % of returned summer review packet activities **Person:** Heather Warner  
**Jun 30, 2012:** Collect spring data: The percentage of parents that feel they are prepared to help their child succeed in school. **Person:** Heather Warner  
**Jun 30, 2012:** Collect spring data: The percentage of parents that state that they are more involved in their child's education. **Person:** Heather Warner

## Tier 2 Reading

✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:**  
**Aug 10, 2011:** Beginning of year presentation of Tier 2 Intervention Program. **Person:** Tiffany Williams/Marty Watson  
**Aug 10, 2011:** Presentation of interventions to staff members. **Person:** Lori Dormeier/Tiffany Williams/Marty Watson  
**Sep 16, 2011:** Gathering of interventions and placing them in one central location. **Person:** Lori Dormeier/Tiffany Williams  
**Nov 30, 2011:** Collect fall data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:**  
**Dec 9, 2011:** Collect lesson plans from teachers and paraprofessionals working with students who are not meeting benchmark assessments. **Person:** Tiffany Williams  
**May 11, 2012:** Collect lesson plans from teachers and paraprofessionals working with students who are not meeting benchmark assessments. **Person:** Tiffany Williams  
**May 23, 2012:** End of year review of Tier 2 Intervention Program. **Person:** Tiffany Williams/Marty Watson  
**Jun 30, 2012:** Collect spring data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:**

## Tier 3 Reading

✓ **Apr 1, 2011:** Collect baseline data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:**  
✓ **May 23, 2011:** End of year review of Tier 3 Intervention Program. **Person:** Tiffany Williams/Marty Watson  
**Aug 10, 2011:** Beginning of year presentation of Tier 3 Intervention Program. **Person:** Tiffany Williams/Marty Watson  
**Aug 10, 2011:** Presentation of interventions to staff members. **Person:** Lori Dormeier/Tiffany Williams/Marty Watson  
**Sep 16, 2011:** Gathering of interventions and placing them in one central location. **Person:** Lori Dormeier/Tiffany Williams  
**Nov 30, 2011:** Collect fall data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:**  
**Dec 9, 2011:** Collect lesson plans from teachers and paraprofessionals working with students who are not meeting benchmark assessments. **Person:** Tiffany Williams  
**May 11, 2012:** Collect lesson plans from teachers and paraprofessionals working with students who are not meeting benchmark assessments. **Person:** Tiffany Williams  
**Jun 30, 2012:** Collect spring data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:**

## Timely Additional Assistance

**Apr 1, 2011:** Collect baseline data: % of teachers who use alternatives in instruction. **Person:** Malinda Stutsman  
**Aug 15, 2011:** All students are given 2 Language Arts assessments and 2 Math assessments during the first week of school. **Person:** Malinda Stutsman  
**Aug 22, 2011:** Students will be ranked according to results of these tests **Person:** Malinda Stutsman  
**Aug 24, 2011:** A schedule for additional assistance will be made for the students selected to receive this additional assistance **Person:** Malinda Stutsman  
**Aug 24, 2011:** Remediation of these students begins **Person:** Malinda Stutsman  
**Nov 30, 2011:** Collect fall data: % of teachers who use alternatives in instruction. **Person:** Malinda Stutsman  
**Jun 1, 2012:** ISTEP Results will be evaluated to determine strategy data **Person:** Malinda Stutsman

**Jun 30, 2012:** Collect spring data: % of teachers who use alternatives in instruction. **Person:** Malinda Stutsman

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

## Environment/Student Personal Problems

No professional development is needed for this strategy.

## Reading Assessment

**Presentation of assessment calendar.**

**Brief Description:** Teachers will be given a calendar with the assessment dates for the school year and deadlines for turning in results.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 10, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** None

**Does this activity occur during the school day?** Yes

**Train teachers in each assessment tool.**

**Brief Description:** Teachers will learn how to give each assessment.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 9, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** None

**Does this activity occur during the school day?** Yes

## Reading Communication to Parents

**Present assessment communication letter to faculty.**

**Brief Description:** Teachers will be given a copy of the format for the assessment communication letter to provide to parents.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 14, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** None

**Does this activity occur during the school day?** No

## Tier 2 Reading

**Presentation of interventions to staff members.**

**Brief Description:** Explaining to staff members the interventions that will be put into place for students not meeting benchmark assessments.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 10, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** None

**Does this activity occur during the school day?** Yes

## Tier 3 Reading

**Presentation of interventions to staff members.**

**Brief Description:** Explaining to staff members the interventions that will be put into place for students not meeting benchmark assessments.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 10, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** None

**Does this activity occur during the school day?** Yes

## **A. Parent Involvement: Family Literacy Night**

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**

### **AIMS Problem Solving Workshop**

**Brief Description:** To gain integrated, hands-on methods to teach problem solving strategies.

**Intended Participants:** Teachers

**Date:** May 16, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** Title 1

**Does this activity occur during the school day?** Yes

### **New Teacher Training**

**Brief Description:** Grade level representatives will train new teachers on the daily four components of math.

**Intended Participants:** Teachers

**Date:** Aug 10, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Study Group

**Funding:**

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Tier 1 Core Reading Block**

**Research best practices, various curriculums, and assessments to better enhance each component.**

**Brief Description:** Faculty members will continue to research and become knowledgeable on the most recent, proven best practices.

**Intended Participants:** Teachers, Administrators

**Date:** Nov 18, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Talk to, Professional Reading

**Funding:** None

**Does this activity occur during the school day?** No

## **I. Focused Academic Area: Writing Block**

**Inservice for untrained teachers- Teachers training teachers**

**Brief Description:** Teachers training teachers

**Intended Participants:** Teachers

**Date:** Aug 11, 2011

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** None

**Does this activity occur during the school day?** Yes

## **L. Student Transition: Early Childhood Transition**

No professional development is needed for this strategy.

## **U. Focused Student Group: Gifted Students**

No professional development is needed for this strategy.

## **U. Focused Student Group: Special Education**

No professional development is needed for this strategy.

## **W. Timely Additional Assistance**

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

#### We are concerned that... Students personal problems interfere with learning

##### 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:

- Environment/Student Personal Problems
- G. Attendance

### 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:

- Environment/Student Personal Problems
- Reading Communication to Parents
- G. Attendance
- A. Parent Involvement: Family Literacy Night
- L. Student Transition: Early Childhood Transition

#### B. Educator Training - 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:

- B. Educator Training - 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 (IN Rules, 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 Computation (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:**

- Reading Assessment
- Reading Communication to Parents
- Tier 2 Reading
- Tier 3 Reading
- F. Encourage Rigorous Curriculum: SSP Program

**I. Focused Academic Area (IN Rules, 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 Literary Text (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 Computation (all tested grades)
- All K-2 students End of the Year DIBELS Assessments -- Calculated Average Percentage Passing
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students End of the Year STAR Reading -- Calculated Average Percentage Passing
- 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)
- Grades 3-5 Acuity Reading Test -- Calculated Average Percentage Passing

**Strategies to Impact This Concern:**

- Reading Assessment
- Reading Communication to Parents
- Tier 2 Reading
- Tier 3 Reading
- I. Focused Academic Area: Tier 1 Core Reading Block
- I. Focused Academic Area: Daily Four Components of Math
- I. Focused Academic Area: Writing 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

## **J2. Instruction by Highly Qualified Paraprofessionals (TAS)**

### **Data Targets Influenced by This Concern:**

- 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)
- Title I students -- Passing ISTEP Lang. Arts and Math

### **Strategies to Impact This Concern:**

- J2. Instruction by Highly Qualified Paraprofessionals.

## **L. Student Transition (TAS)**

### **Data Targets Influenced by This Concern:**

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

### **Strategies to Impact This Concern:**

- G. Attendance
- L. Student 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 (IN Rules, 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

## **W. Timely Additional Assistance (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)
- Title I students -- Passing ISTEP Lang. Arts and Math

**Strategies to Impact This Concern:**

- Tier 2 Reading
- Tier 3 Reading
- W. Timely Additional Assistance

# 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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>School Library</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	<p>N/A</p>
<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>	<p>Yes, Character Counts, awards for perfect attendance, monitoring of attendance and measures taken if necessary</p>
<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>	<p>Lollipop testing - given to children entering Kindergarten to determine readiness in Language Arts and Math. 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. 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. It is given three times a year. STAR Reading - this test is given to students in grades 2 through 5 at the beginning of the year and grades 1 through 5 at the end to determine their reading level and improvement. 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 improvements.</p>
<p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	<p>Surveys are given to students regarding environmental and outside issues that would interfere with their learning. The school counselor monitors individual student needs and acts accordingly.</p>

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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 2013-2014 school year