

School Improvement Plan - 2013-2014

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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:

[IMAGE]

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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
- Focus - Targeted

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Lori Dormeier - Teacher
- Glenn Kingsbury - Community Representative (Business)
- Malinda Kingsbury - Teacher
- Nicole Merrill - School Counselor
- Lynn Pierce - Administrator
- Andrew Sharp - Parent/Guardian
- Lisa Sharp - Teacher
- Nancy Shelton - Teacher
- Lynn Snodgrass - Teacher

Strategy Chairs

- Jana Daub
- Paula Davis
- Lori Dormeier
- Misti Ewin
- Malinda Kingsbury
- Rebecca McClure
- Lynn Pierce
- Jan Schmitt
- Heather Warner

Community Council

- Amanda Aigner - Family Business
- Lana Anderson - Parent 4th Grade
- Jaylene Bell - 4th Grade Parent
- Kelley Burdette - Parent of exceptional life skills student
- Jackie Cloutier - 3rd and 4th grade parent
- Vanessa Cormier - Kindergarden
- Ron Daugherty - 5th grade parent
- Juliza Dillehay - 2nd Grade Parent
- Brian Dormeier - Loss Control Specialist (safety)
- Summer Ezell - Kindergarten Parent
- Valerie France - Parent of exceptional 4th grade student
- Me'Chele Fuller - Parent of a 4th grade student
- Micah Greer - Daycare Provider/ Business Owner
- Shannon Hart - Parent 4th Grade student
- Mayor Pam Hendrickson - local government representative
- Chris Hurley - Parent of exceptional Kindergarten student
- Krista Hurley - Parent of exceptional Kindergarten student
- Kathryn and Paul Hutchinson - Kindergarden
- Ashley Jamison - Parent of a Kindergarten Student
- Ryan Jamison - Parent of a Kindergarten Student
- Malinda Kingsbury - Title 1 Teacher - Loge
- Julie Lance - Parent of a Kindergarten Student
- Shannon Lindsey - Parent of a Kindergarten Student
- Devonna Mc Nees - Kindergarden
- Jeff and Carrol Meier - 1st Grade
- Carra Meuth - 2nd Grade
- Kelli Mills
- Mary Mitcham - Parent of a Kindergarten Student
- Mandy Nelson - Parent 1st Grade student
- Kelly Putnam - 5th 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
- Amber Smith - Parent of a Kindergarten Student
- Emily Strahle - Youth Resources
- Tai Trice - Parent of a Kindergarten Student
- Adam and Jacuelyn Waters - Kindergarden
- Misty Wies - Parent 3rd Grade Student
- Angela Wilder - 3rd Grade
- Tonya Wilke - Parent 1st Grade Student
- Carla Woolsey - Parent

Vision Statement

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

We believe all students deserve:

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)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	87.9%	88%	86.7%	89%		90%		91%		92%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	84.0%	85%	83.7%	86%		87%		88%		89%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	86%	87%	86.2%	88%		89%		90%		91%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	82.5%	83%	79.6%	83%		87%		89%		90%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	77%	82%	76.0%	82%		85%		86%		87%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	74%	77%	77.2%	80%		82%		84%		85%		100%

All Students (126 days) - ISTEP State Placement Performance

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	85.7	86%	86.7	87%		89%		90%		91%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	46%	50%	49%	54%		58%		62%		66%		100%

All Students with IEPs, Grades 3-5 - Calculated Average Percent Passing ISTEP Language Arts (all tested grades)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	82.8%	83%	81.8%	84%		85%		86%		87%		100%

All Students with IEPs, Grades 3-5 - Calculated Average Percent Passing ISTEP Math (all tested grades)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	86.2%	87%	81.8%	87%		88%		89%		90%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	78%	80%	80%	82%		84%		86%		87%		100%

Title I students - Passing ISTEP Lang. Arts and Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	72%	74%	70%	74%		76%		78%		80%		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... Parent Involvement

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

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

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

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

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

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

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:

Local Strategies

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 schools 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: Low Impact

Focus: General

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 schools 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: General

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

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: â€ If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; â€ If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; â€ The teachers baccalaureate degree major, graduate certification, and field of discipline; and â€ 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: High Impact - Inside

Focus: General

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: Low Impact

Focus: General

Parent Information Resource Center Website

The first week of school, Loge School distributes to it's 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 at www.fscp.org. 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

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. 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

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

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: 1. If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; 2. If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; 3. The teachers baccalaureate degree major, graduate certification, and field of discipline; and 4. 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

Reading Assessment

Teachers will assess each students 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

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: High Impact - Outside

Focus: General

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

Timely Additional Assistance

Students in grades K-5 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: Specific

Required Strategies

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: Specific

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: 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 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 scores.

Impact Level: High Impact - Inside

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

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 3-5 who assess students' Acuity Diagnostic Assessment Scores through a self report.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50				

Tier 2 Reading

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

Tier 3 Reading

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

Timely Additional Assistance

Percent of teachers whose lesson plans include targeted instruction

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
99	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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100%	100%			

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100%	100%			

I. Focused Academic Area: Writing Block

% of teachers in grades K-5 who say they teach these components a minimum of 30 minutes daily.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

U. Focused Student Group: Special Education

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
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 19, 2013: Give two tests in Language Arts **Person:** Malinda Kingsbury

Aug 19, 2013: Give two tests in Math **Person:** Malinda Kingsbury

Sep 19, 2013: Rank students based on test results **Person:** Malinda Kingsbury

Sep 25, 2013: Develop Title 1 groups **Person:** Malinda Kingsbury

Focused Academic Area

[IMAGE] **Apr 17, 2013:** Collect baseline data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:** Paula Davis

[IMAGE] **Apr 17, 2013:** Collect baseline data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report. **Person:** Paula Davis

[IMAGE] **Apr 17, 2013:** 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:** Paula Davis

Aug 8, 2013: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/Paula Davis/Teresa Scott/Jana Daub/ Marty Watson

Aug 8, 2013: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers. **Person:** Misti Ewin

Aug 8, 2013: Coordinate aides for grade level reading blocks. **Person:** Marty Watson

Aug 8, 2013: Create agendas for grade level and cross grade level meetings. **Person:** Marty Watson

Aug 8, 2013: Distribute hand outs of aides and schedules. **Person:** Marty Watson

Aug 8, 2013: Explain strategy details to faculty. **Person:** Misti Ewin

Aug 8, 2013: Explain strategy details to faculty. **Person:** Paula Davis

Aug 8, 2013: Include a steering team member and a grade level representative on the committee. **Person:** Misti Ewin

Aug 8, 2013: Include a steering team member and a grade level representative on the committee. **Person:** Marty Watson

Aug 8, 2013: New teacher training **Person:** Misti Ewin, Lisa Sharp, Jana Miles, Heather Warner, Jamison Foley, Troy Wagner

Aug 8, 2013: Presentation on Daily four components of Math **Person:** Misti Ewin

Aug 8, 2013: Stagger reading times among grade levels. **Person:** Marty Watson

[IMAGE] **Aug 8, 2013:** Strategy Committee- Include steering team member and grade level representative on the committee. **Person:** Lynn Pierce

Aug 8, 2013: Train new teachers in each component of the reading block. **Person:** Teresa Scott/Paula Davis/Marty Watson

[IMAGE] **Aug 10, 2013:** Talk to Faculty- Explain strategy and details to faculty. **Person:** Jan Schmitt

[IMAGE] **Aug 10, 2013:** Writing Prompt Rubrics and Class Summary Distribution- Distribute copies of the Simple Six Rubrics and Class Summary sheets to teachers. **Person:** Jan Schmitt

[IMAGE] **Aug 20, 2013:** Inservice- Teachers training teachers. **Person:** Grade Level Teachers

[IMAGE] **Aug 26, 2013:** Survey- Prepare, distribute, collect, and evaluate baseline data. **Person:** Jan Schmitt

Sep 8, 2013: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/Paula Davis/Teresa Scott/ Jana Daub/ Marty Watson

[IMAGE] **Sep 11, 2013:** Ask for Feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

[IMAGE] **Sep 16, 2013:** Grade Level Meetings- to mentor and discuss progress with grade level teachers **Person:** Grade Level Representatives

Oct 8, 2013: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/ Paula Davis/ Teresa Scott/ Jana Daub/ Marty Watson

Oct 16, 2013: Ask for feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

Nov 12, 2013: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/ Paula Davis/ Teresa Scott/ Jana Daub/ Marty Watson

Nov 16, 2013: Ask for feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

Nov 18, 2013: Edit, distribute, collect and evaluate survey. **Person:** Paula Davis

Nov 18, 2013: Research best practices, various curriculums, and assessments to better enhance each component. **Person:** Lori Dorneier/ Paula Davis

Nov 20, 2013: Collect Fall Data: % of teachers in grade K-5 who say they teach these components a minimum of 30 minutes daily **Person:** Jan Schmitt

Nov 26, 2013: Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self-report. **Person:** Paula Davis

Nov 26, 2013: 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:** Paula Davis

Nov 26, 2013: Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:** Paula Davis

Nov 30, 2013: Collect fall data: % of teachers in grades K-5 who say they teach these components a minimum of 30 minutes daily. **Person:**

Nov 30, 2013: Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report. **Person:** Paula Davis

Nov 30, 2013: 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:** Paula Davis

Nov 30, 2013: Collect fall data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:** Paula Davis

Nov 30, 2013: 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:** Misti Ewin

Nov 30, 2013: 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:** Misti Ewin

Nov 30, 2013: 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:** Misti Ewin

Nov 30, 2013: 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:** Misti Ewin

Dec 10, 2013: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/ Paula Davis/ Teresa Scott/ Jana Daub/ Marty Watson

Dec 12, 2013: Class Summary Sheet Collection: Collect Summary Sheets of students' Quarterly and Baseline writing prompt scores. **Person:** Jan Schmitt

Dec 16, 2013: Ask for feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

Jan 14, 2014: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/ Paula Davis/ Teresa Scott/ Jana Daub/ Marty Watson

Jan 16, 2014: Ask for feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

Feb 11, 2014: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/ Paula Davis/ Teresa Scott/ Jana Daub/ Marty Watson

Feb 16, 2014: Ask for feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

Mar 11, 2014: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/ Paula Davis/ Teresa Scott/ Jana Daub/ Marty Watson

Mar 16, 2014: Ask for feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

Apr 8, 2014: Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers at monthly grade level meetings. **Person:** Ashley Byers/ Paula Davis/ Teresa Scott/ Jana Daub/ Marty Watson

Apr 14, 2014: Edit, distribute, collect, and evaluate survey. **Person:** Paula Davis

Apr 16, 2014: Ask for feedback- Have grade level representatives mentor and discuss progress with their grade level teachers. **Person:** Grade Level Representative

May 10, 2014: Collect Spring Data: % of teachers in grades K-5 who say they teach these components a minimum of 30 minutes daily. **Person:** Jan Schmitt

May 12, 2014: Class Summary Sheet Collection: Collect Summary Sheets of students' Quarterly and Baseline writing prompt scores. **Person:** Jan Schmitt

Jun 30, 2014: Collect spring data: % of teachers in grades K-5 who say they teach these components a minimum of 30 minutes daily. **Person:**

Jun 30, 2014: Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of assessment through a self report. **Person:** Paula Davis

Jun 30, 2014: 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:** Paula Davis

Jun 30, 2014: Collect spring data: The percentage of teachers in grades K-5 who give importance to the component of vocabulary through a self report. **Person:** Paula Davis

Jun 30, 2014: 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:** Misti Ewin

Jun 30, 2014: 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:** Misti Ewin

Jun 30, 2014: 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:** Misti Ewin

Jun 30, 2014: Collect spring data: The percentage of teachers in grades K-5 who say, through a lesson plan template, they teach direct instruction on a daily basis for the appropriate number of minutes. **Person:** Misti Ewin

Focused Student Group

Sep 15, 2013: Collect teacher lesson plans to reflect reading block **Person:** Sherri Pemberton

Nov 30, 2013: Collect fall data: % of teacher lesson plans that reflect Reading block and/or Read 180 program **Person:** Sherri Pemberton

Feb 15, 2014: Collect teacher lesson plans to reflect reading block **Person:** Sherri Pemberton

Mar 19, 2014: Collect data to use to determine gifted list **Person:** Jana Daub

Mar 25, 2014: Teachers make list of students that should be considered for gifted program **Person:** Jana Daub

Apr 30, 2014: Collect spring data: % of teacher lesson plans that reflect Reading block and/or Read 180 program **Person:** Sherri Pemberton

Parent Involvement

Aug 1, 2013: Create sign in sheets for Meet the Teacher night **Person:** Malinda Kingsbury

Aug 1, 2013: Order books for Meet the Teacher/Family Literacy Night **Person:** Malinda Kingsbury

Aug 1, 2013: Order materials for pizza boxes **Person:** Malinda Kingsbury

Jan 1, 2014: Put together summer pizza boxes **Person:** Malinda Kingsbury

Reading Assessment

Nov 30, 2013: Collect fall data: The percentage of teachers in grades 3-5 who assess students' Acuity Diagnostic Assessment Scores through a self report. **Person:** Paula Davis

Nov 30, 2013: Collect fall data: The percentage of teachers in grades K-5 who assess students' Dibels Assessment Scores through a self report. **Person:** Paula Davis

Nov 30, 2013: Collect fall data: The percentage of teachers in grades K-5 who assess students' STAR Reading scores through a self report. **Person:** Paula Davis

Apr 30, 2014: Collect spring data: The percentage of teachers in grades 3-5 who assess students' Acuity Diagnostic Assessment Scores through a self report. **Person:** Paula Davis

Apr 30, 2014: Collect spring data: The percentage of teachers in grades K-5 who assess students' Dibels Assessment Scores through a self report. **Person:** Paula Davis

Apr 30, 2014: Collect spring data: The percentage of teachers in grades K-5 who assess students' STAR Reading scores through a self report. **Person:** Paula Davis

Reading Communication to Parents

Nov 30, 2013: 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:** Paula Davis

Apr 30, 2014: 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:** Paula Davis

Tier 2 Reading

Nov 30, 2013: Collect fall data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:** Paula Davis

Apr 30, 2014: Collect spring data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:** Paula Davis

Tier 3 Reading

Nov 30, 2013: Collect fall data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:** Paula Davis

Apr 30, 2014: Collect spring data: The percentage of teachers and paraprofessionals lesson plans for providing the interventions needed. **Person:** Paula Davis

Timely Additional Assistance

Apr 1, 2013: Collect baseline data: Percent of teachers whose lesson plans include targeted instruction **Person:** Malida Kingsbury

Aug 19, 2013: give two tests in Language Arts **Person:** Malinda Kingsbury

Aug 19, 2013: give two tests in Language Arts **Person:** Malinda Kingsbury

Aug 19, 2013: give two tests in Math **Person:** Malinda Kingsbury

Aug 19, 2013: give two tests in Math **Person:** Malinda Kingsbury

Sep 19, 2013: rank students for Title 1 based on test results **Person:** Malinda Kingsbury

Sep 19, 2013: rank students for Title 1 based on test results **Person:** Malinda Kingsbury

Sep 25, 2013: Make Title 1 groups **Person:** Malida Kingsbury

Sep 25, 2013: Make Title 1 groups **Person:** Malida Kingsbury

Nov 30, 2013: Collect fall data: Percent of teachers whose lesson plans include targeted instruction **Person:** Malida Kingsbury

Apr 30, 2014: Collect spring data: Percent of teachers whose lesson plans include targeted instruction **Person:** Malida Kingsbury

Professional Development Summary

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

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

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

Parent Involvement

No professional development is needed for this strategy.

Reading Assessment

No professional development is needed for this strategy.

Reading Communication to Parents

No professional development is needed for this strategy.

Tier 2 Reading

No professional development is needed for this strategy.

Tier 3 Reading

No professional development is needed for this strategy.

Timely Additional Assistance

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 8, 2013

Activity Purpose:

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? No

Presentation on Daily four components of Math

Brief Description: New teachers at each grade level will receive training from the other teachers at their grade level. This could be done during D.E.A.R. time provided by Mrs. Pierce.

Intended Participants: Teachers

Date: Aug 8, 2013

Activity Purpose: Information

Activity Format: Presentation

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: Team members will review best practices and various curriculum and present ideas to the staff.

Intended Participants: Teachers

Date: Nov 18, 2013

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

Train new teachers in each component of the reading block.

Brief Description: Teachers will train new teachers in each component of the reading block.

Intended Participants: Teachers

Date: Aug 8, 2013

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

I. Focused Academic Area: Writing Block

Inservice- Teachers training teachers.

Brief Description: Teachers will train new teachers to use the Simple Six Rubric and Class Summaries.

Intended Participants: Teachers

Date: Aug 20, 2013

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

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.

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... Parent Involvement

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:

- Annual Parent Meeting
- Educator Training - Parent Involvement
- Outreach to Preschool Parent Involvement Programs
- Parent Information Resource Center Website
- Parent Involvement
- Reading Communication to Parents
- School-Parent Compact

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

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

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

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 Problem Solving (all grades)
- All K-2 students End of the Year DIBELS Assessments -- Calculated Average Percentage Passing
- All Students (126 days) -- ISTEP State Placement Performance
- All Students End of the Year STAR Reading -- Calculated Average Percentage Passing
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Math (all tested grades)
- Grades 3-5 Acuity Reading Test -- Calculated Average Percentage Passing
- Title I students -- Passing ISTEP Lang. Arts and Math

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers
- Timely Additional Assistance

We are concerned that... Instruction by Highly Qualified Paraprofessionals**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 Problem Solving (all grades)
- All K-2 students End of the Year DIBELS Assessments -- Calculated Average Percentage Passing
- All Students (126 days) -- ISTEP State Placement Performance
- All Students End of the Year STAR Reading -- Calculated Average Percentage Passing
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Math (all tested grades)
- Grades 3-5 Acuity Reading Test -- Calculated Average Percentage Passing
- Title I students -- Passing ISTEP Lang. Arts and Math

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.
- Timely Additional Assistance

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

- Annual Parent Meeting
- Parent Right-to-Know Letter - Qualifications

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

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

Required Areas of Concern

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 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 Problem Solving (all grades)
- All K-2 students End of the Year DIBELS Assessments -- Calculated Average Percentage Passing
- All Students (126 days) -- ISTEP State Placement Performance
- All Students End of the Year STAR Reading -- Calculated Average Percentage Passing
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Math (all tested grades)
- Grades 3-5 Acuity Reading Test -- Calculated Average Percentage Passing
- Title I students -- Passing ISTEP Lang. Arts and Math

Strategies to Impact This Concern:

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

G. Attendance (IN Rules)

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 Problem Solving (all grades)
- All K-2 students End of the Year DIBELS Assessments -- Calculated Average Percentage Passing
- All Students (126 days) -- ISTEP State Placement Performance
- All Students End of the Year STAR Reading -- Calculated Average Percentage Passing
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Math (all tested grades)
- Grades 3-5 Acuity Reading Test -- Calculated Average Percentage Passing
- Title I students -- Passing ISTEP Lang. Arts and Math

Strategies to Impact This Concern:

- G. Attendance

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 Problem Solving (all grades)

- All K-2 students End of the Year DIBELS Assessments -- Calculated Average Percentage Passing
- All Students (126 days) -- ISTEP State Placement Performance
- All Students End of the Year STAR Reading -- Calculated Average Percentage Passing
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Math (all tested grades)
- Grades 3-5 Acuity Reading Test -- Calculated Average Percentage Passing
- Title I students -- Passing ISTEP Lang. Arts and Math

Strategies to Impact This Concern:

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

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 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 Problem Solving (all grades)
- All K-2 students End of the Year DIBELS Assessments -- Calculated Average Percentage Passing
- All Students (126 days) -- ISTEP State Placement Performance
- All Students End of the Year STAR Reading -- Calculated Average Percentage Passing
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-5 -- Calculated Average Percent Passing ISTEP Math (all tested grades)
- Grades 3-5 Acuity Reading Test -- Calculated Average Percentage Passing
- Title I students -- Passing ISTEP Lang. Arts and Math

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs
- Timely Additional Assistance
- U. Focused Student Group: Special Education
- U. Focused Student Group: Gifted Students

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>In the school office</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"> ● 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. 	<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
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 2013-2014 school year