School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:30:08

Chandler Elementary School (8813)

Warrick County School Corp

Chandler, 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

Chandler Elementary School

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

- Indiana Student Achievement Institute
- PL221

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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

	PL221 REQUIREMENT	Required	Location in this Plan
1	Description and location of curriculum	✔	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✔	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✔	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✔	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✔	Strategy Summary (Strategy C)
	Conclusion – Professional development	✔	Professional Development
5	Goal – Attendance rate	✔	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✔	Academic Goals
	Goals - % graduating (high schools only)	✔	Academic Goals
6	Specific areas where improvement is needed immediately	✔	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✔	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✔	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✔	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✔	Professional Development
11	Statutes and rules to be waived	✔	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✔	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✔	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✔	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learns as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Cathy Brown - Teacher
- Kenny Brown - Community
- Dan Gross - Community Representative (Pastoral)
- Brad Harrison - School Counselor
- Amanda Horne - Teacher
- Jamie Pryor - Administrator
- Lois Ransom - Teacher
- Kenny Virgin - Parent/Guardian
- Stephanie Virgin - Administrator

Strategy Chairs

- Andrea Boyle
- Heather Duncan
- Brad Harrison
- Kris Hooper
- Amanda Horne
- Kelly May
- Ginger Schaperjohn
- Cady Schmitt
- Christie Still
- Melanie Strahle
- Stephanie Virgin

Community Council

- Jennifer Adair
- Kenny Brown
- Marvin Bruce - Sheriff's deputy
- Amy Causey
- Carla Cieslack
- Wendell Cron - Operator
- Tammy Dougan - Teacher
- Christina Fark - CPT President
- Harold Fisher
- Nick Granderson - Farmer
- Marsha Gross - Helping Hands Volunteer Coordinator
- Jana Harrison
- Christina Hemenway - Banking
- Alvin Holder
- Ray Jenkins
- Stacy Keel
- Dorothy Kroeger - Business Owner
- Kathy S. Merrill
- Chris Mulzer
- Robyn Parkhill

- Teresa Paul - Homemaker
- Joyce Rodgers
- Kelly Schlensker-Herr
- Lisa Selby
- Sally Siebert
- Amanda Smith
- Amanda Stacy
- Mindy Stephens
- Audrey Taber
- Sherry Taber
- Christy Taylor
- Kristi Tepool
- Kathy Titzer - Owner
- Michelle Trabant
- Kenny Virgin - Manager
- Shannon Virgin
- Theresa Weisman
- Danielle Wesselman

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:

CHANDLERâS VISION FOR OUR STUDENTS: We believe that all students deserve the opportunity to receive an exemplary education that includes differentiated instruction, small class sizes, individualized instruction, access to current technology, hands-on learning, and year round enrichment classes. We believe that all students should come to school well-rested, fed, and healthy. We believe that all students deserve equal opportunities, including preschool experiences as a part of a free, public education. We believe that all students deserve highly knowledgeable, motivated, and caring school personnel (teachers, administrators, and staff), who will have high expectations for all students. We believe that all students deserve to learn appropriate, respectful behaviors from positive role models. We believe that all students deserve our best efforts while being inspired to reach their full potential. We believe that all students should be recognized for their academic efforts and community service. Students deserve the opportunity to be a part of their community through participation in various community-sponsored activities and functions. Students deserve the opportunity to have their ideas and opinions heard. Students deserve a sense of belonging and do not need to feel responsible for othersâ decisions and actions that they have no power to change. Above all, we believe that students deserve positive structure, a safe and secure environment, and love in order to maximize their potential.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All school personnel, parents, care givers and community members place a high value on education. All adults equally participate in information sharing to enhance the educational process of all students. All adults treat students with respect and compassion while taking time to listen to their ideas and opinions, thereby enabling the students to feel empowered to embrace lifeâs challenges. Enthusiastic and motivated adults provide a safe, secure, loving, and caring environment to foster the success of all students. Adults reward students for academic success, as well as citizenship, through various achievement and character-building programs. Adults work together to recognize studentsâ potential and assist in developing goals based upon the studentsâ individual needs. Flexible adults, willing to embrace change, create an environment where students are provided choices which encompass a variety of learning styles, differentiated instruction, and multiple assessment strategies. Adults exhibit positive attitudes, while providing students with consistent and impartial leadership. School personnel, parents, care givers, and community members provide opportunities for extended learning beyond the schoolâs physical boundaries.

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

In this environment where all adults are living by their core convictions, students come prepared to accept the academic challenges set before them. Students arrive on time and are ready to learn daily. Students are focused on their education and are able to transfer their knowledge into a variety of situations. Intrinsically motivated students excel in goal setting and problem solving. As independent thinkers, eager students take an active role and possess the necessary skills in meeting the demands of a rigorous curriculum. With positive attitudes, students are willing and able to accept and apply constructive criticism to ensure their academic success. Our open-minded students accept diversity and display respect among adults and peers. Students demonstrate responsibility for their own actions and can overcome distractions and negative influences of home and peers. In addition to the school environment, our well-rounded students branch out into the community and are involved in cultural activities that provide positive real-life experiences. By being self-confident risk-takers, students are equipped to progress to the next level of learning while preparing to become productive citizens.

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

- % of students who 3rd â 6th graders master ISTEP+ essential skills: 100%
- % of students who 3rd â 6th graders master ISTEP+ math skills: 100%
- % of students who 3rd â 6th graders master ISTEP+ language arts skills: 100%
- % of students who 3rd â 6th graders score 6 out of 6 in ISTEP+ Writing Application: 100%
- % of students who 3rd â 6th graders score 4 out of 4 in ISTEP+ Language Convention: 100%
- % of students who 3rd & 5th graders master ISTEP+ science: 100%
- % of students who 3rd & 5th graders master ISTEP+ social studies: 100%
- % of students who 3rd â 6th graders master all ISTEP+ tests: 100%

- % of students who 3rd & 6th graders master CTBS+ essential skills: 100%
- % of students who 1st â 6th graders work at or above grade level from STAR Reading: 100%
- % of students who 1st â 6th graders work at or above grade level from STAR Math: 100%
- % of students who Pre-Kindergarten students who score 56 out of 69 on the Lollipop Test: 100%
- % of students who Kindergarten students who score 69 out of 69 on the Lollipop Test: 100%
- % of students who Kindergarten students work at or above their target goal on Dibels: 100%
- % of students who 1st graders work at or above their target goal on Dibels: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Special Education Students taking the ISTEP assessment - % passing ISTEP Eng/LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
51	45	51	45	51	49	54		59		64		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	81.4	82	81.3	83		84		85		86		100

All Students taking the ISTEP assessment (across grades) - % passing ISTEP Eng/LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	83	84	82	83	81	82		83		84		100

All Students taking the ISTEP assessment (across grades) - % passing ISTEP Math Test

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	86	87	80	81	76	79		82		85		100

Free and Reduced students in grades 3-6 - % passing ISTEP Reading Comprehension

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			76	77	69	74		77		80		100

Students in grades 1-6 - % showing a minimum of 9 months growth in May in STAR Reading

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55	75		80		85		90		100

Students in grades 3-6 - % reading at or above grade level in May in STAR Reading

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			63	85		87		90		93		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Students need more exposure to real world experiences.

Survey question page 65: About 1/3 of the students, teachers, and community did not agree with the statement, "I will compete for jobs with students from other countries." Guidance Inquiry Questions 1 & 2 page 76: There was strong input from the teachers about behavior and plans for students' futures.

Concern: Student's home environment can negatively affect their academic performance.

Inquiry Question; From student discussion 37% agreed

Concern: Students with special needs need more opportunities for exposure to grade level curriculum adapted to their ability level.

Inquiry question #2 page 9; poor home enviornment, lack of parental support and participation, low parent expectations, and high level of special ed and free or reduced students may explain low achievement. Inquiry question #1 page 56: Differentiation and accommodations can be improved with regular education and special education teachers co-teaching.

Concern: Students need daily exposure to everyday math problems and concepts.

Students need daily exposure to everyday math problems and concepts.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Four Frame Calendar Math —

Upon presentation of Four Frame Calendar Math to all faculty and staff at Chandler Elementary, it will be piloted in one classroom at each grade level K-5. This program will be executed daily and as the school year progresses teachers will add to the daily procedures of âCalendar Mathâ. Through the implementation of this program, observations, discussions and research will be conducted comparing students' increasing math skills. Student assessments will be given by teachers to measure success rates of student achievement in math between students using the program and those who are not. All the data gathered throughout the school year will be presented to the teachers in a final meeting in May. During this time, a decision will be made on how to further enhance the program to ensure the increasing success of our students math skills.

Partnering with Parents: A Reference Guide of Available Resources —

Parents will become aware of what school, community, and area resources are available to them when they are faced with problems or needs within the family. A reference guide will be compiled to provide parents with contact information for agencies and/or programs that can provide help when they have needs. The reference guide will be organized into the following categories: 1) Opportunities for Parent Education (GED, computer, etc.); 2) Family Crises/Issues (divorce, death, parenting skills, etc.); 3) Financial Needs (food banks, help paying for housing/utilities, workshops for managing money, etc.); 4) Opportunities for students (after-school programs, summer camps, mentoring, etc.) This reference guide will be distributed at the beginning of the school year via the parent communication folder. In addition, this guide will be available on the school website. The website guide will be updated at the end of each semester.

Real World Experiences —

Teachers will provide a variety of real world experiences for their students throughout the school year. An electronic information file will be updated and stored in the "Real World Experiences" folder on the server. This folder will contain contact information of people and places which are willing to provide students with real world experiences based on Indiana Academic Standards. Teachers will be able to use the resource pamphlet as a guide to ensure that students receive a variety of real world opportunities which may include: community organizations, college visits, service projects, classroom discussions, guest speakers, and virtual field trips.

Required Strategies

F. Encourage Rigorous Curriculum: Accelerated Reader —

Accelerated Reader is a school wide reading program at Chandler Elementary School. It is used to improve and assess student reading comprehension and vocabulary through a variety of quizzes. Teachers expect students to receive an eighty percent on each quiz. Teachers personalize each studentâs reading goal according to his/her current reading level and frequently progress monitor the students throughout each six weeks. Parents, student peers, and teachers conference with the students about the books they have read. Teachers also provide targeted interventions to help struggling students catch up to their peers to make sure every student experiences success.

I. Focused Academic Area: Math —

Chandler Elementary School utilizes math timed tests weekly in order to provide all students with quick, repetitive practice on basic math facts. Throughout the school year, each teacher will give his/her students one math timed test a week in order to reinforce and improve the targeted math concepts and skills.

U. Focused Student Group: Collaborative Teaching Practices for Exceptional Learners —

During the 2009-2010 school year, a co-teaching program between third and fourth grade general education and special education teachers will be implemented for the purpose of providing exposure to grade level curriculum for students with special needs. At the conclusion of the school year, all information gathered throughout the year will be shared and discussed.

Co-teaching partners will continually analyze data to determine the on-going effectiveness of the program

Professional Development

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

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

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

Four Frame Calendar Math

Professional Development Activity	Funding	Activity Purpose
Presentation	Source: Amount: $	Information
Brief Description	**Intended Participants**	**Activity Format**
Strategy Team will present the results of Four Frame Calendar Math to the faculty	Teachers	Talk to Presentation/Workshop

Partnering with Parents: A Reference Guide of Available Resources

No professional development is needed for this strategy.

Real World Experiences

No professional development is needed for this strategy.

U. Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

Professional Development Activity	Funding	Activity Purpose
Information Sharing	Source: Amount: $0.00	Information Skill Building Feedback/Support Refinement
Brief Description	**Intended Participants**	**Activity Format**
Mrs. Virgin will schedule professional development days for the co-teachers to plan together. All teachers will have the chance to observe a collaborative teaching classroom. Collaborative Teachers will share collaborative information and results with the faculty.	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving Networking/Site Visit

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Students need more exposure to real world experiences.

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-6 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Real World Experiences

Concern: Student's home environment can negatively affect their academic performance.

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test

Strategies to Impact This Concern:

- Partnering with Parents: A Reference Guide of Available Resources

Concern: Students with special needs need more opportunities for exposure to grade level curriculum adapted to their ability level.

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-6 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Accelerated Reader
- I. Focused Academic Area: Math
- U. Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

Concern: Students need daily exposure to everyday math problems and concepts.

Data Targets Influenced by This Concern:

- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test

Strategies to Impact This Concern:

- Four Frame Calendar Math
- I. Focused Academic Area: Math

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-6 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Accelerated Reader

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-6 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- I. Focused Academic Area: Math

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-6 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- U. Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP+ is given to grades 3-6. STAR Reading and STAR Math are given to grades 1-6 three times a year. Lollipop assessment is given to Kindergarten students twice a year. Dibels assessment is given to grades 1 and 2 three times per year.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Focused Student Group

May , 2009: Align co-teachers' schedules
    Person: Mrs. Virgin
    Activity: Exposure to grade level curriculum

May , 2009: Schedule professional development days for co-teachers
    Person: Mrs. Virgin
    Activity: Information Sharing

Sep 3, 2009: Analyze data and make changes as necessary throughout the school year
    Person: Co-teachers
    Activity: Exposure to grade level curriculum

Oct 15, 2009: Analyze data and make changes as necessary throughout the school year
    Person: Co-teachers
    Activity: Exposure to grade level curriculum

Nov 26, 2009: Analyze data and make changes as necessary throughout the school year
    Person: Co-teachers
    Activity: Exposure to grade level curriculum

Jan , 2010: Allow teachers to observe co-teaching classrooms
    Person: Co-Teachers
    Activity: Information Sharing

Jan 7, 2010: Analyze data and make changes as necessary throughout the school year
    Person: Co-teachers
    Activity: Exposure to grade level curriculum

Feb , 2010: Share information with faculty
    Person: Co-Teachers
    Activity: Information Sharing

Feb 18, 2010: Analyze data and make changes as necessary throughout the school year
    Person: Co-teachers
    Activity: Exposure to grade level curriculum

Apr 1, 2010: Analyze data and make changes as necessary throughout the school year
    Person: Co-teachers
    Activity: Exposure to grade level curriculum

Four Frame Calendar Math

Jan 7, 2009: Compile data from surveys
    Person: Andrea Boyle
    Activity: Collect first semester/trimester follow up data

Jan 13, 2009: Enter data online from surveys
    Person: Andrea Boyle
    Activity: Collect first semester/trimester follow up data

May 1, 2009: Email reminder for teacher surveys
    Person: Andrea Boyle
    Activity: Calendar Math

Aug 11, 2009: Pass out Calendar Math Kits
    Person: Andrea Boyle
    Activity: Calendar Math

Aug 11, 2009: Explain the program and prepare the teachers implementing Four Frame Math
    Person: Andrea Boyle
    Activity: Presentation

Aug 14, 2009: Copy students surveys
    Person: Lauren Downen
    Activity: Calendar Math

Aug 21, 2009: Pass out teacher surveys
    Person: Lauren Downen
    Activity: Calendar Math

Sep 4, 2009: Meet for Peer Coaching
    Person: Andrea Boyle
    Activity: Presentation

Sep 10, 2009: Collect surveys
    Person:
    Activity: Collect baseline data

Sep 17, 2009: Compile data from surveys
    Person:
    Activity: Collect baseline data

Sep 21, 2009: Enter data from surveys
    Person:
    Activity: Collect baseline data

Dec 1, 2009: Email reminders for teacher surveys
    Person: Andrea Boyle
    Activity: Calendar Math

Dec 17, 2009: Collect student surveys
    Person: Andrea Boyle
    Activity: Collect first semester/trimester follow up data

Feb 12, 2010: Meet for Peer Coaching
    Person: Andrea Boyle
    Activity: Presentation

May 13, 2010: Collect surveys
    Person:
    Activity: Collect final semester/trimester follow up data

May 13, 2010: Present assessment results
    Person: Andrea Boyle
    Activity: Presentation

May 18, 2010: Compile data from surveys
    Person:
    Activity: Collect final semester/trimester follow up data

May 20, 2010: Enter survey data online
    Person:
    Activity: Collect final semester/trimester follow up data

Partnering with Parents: A Reference Guide of Available Resources

Aug 10, 2009: Copy the current reference guide.
    Person: Office Staff
    Activity: Reference Guide

Aug 10, 2009: Put reference guides in parent communication folders.
    Person: Office Staff
    Activity: Reference Guide

Dec 19, 2009: Compile new resources available.
    Person: Melanie Strahle
    Activity: Reference Guide

Dec 21, 2009: Enter new information into the reference list master copy on the computer
    Person: Heather Duncan
    Activity: Reference Guide

Dec 22, 2009: Provide new information to be added to the pamphlet on the school web site.
    Person: Melanie Strahle
    Activity: Reference Guide

May 12, 2010: Compile new resources available
    Person: Melanie Strahle
    Activity: Reference Guide

May 14, 2010: Enter new information into the refernece list master copy on the computer
    Person: Heather Duncan
    Activity: Reference Guide

May 19, 2010: Provide new information to be added to the pamphlet on the school website.
    Person: Melanie Strahle
    Activity: Reference Guide

Real World Experiences

Sep 2, 2009: Update Electronic File Folder
    Person: Erica James
    Activity: Electronic File Folder

Dec 1, 2009: Administer Survey
    Person: Connie Warren
    Activity: Collect First Semester Data

Dec 7, 2009: Collect & Tally Surveys
    Person: Kris Hooper
    Activity: Collect First Semester Data

Dec 11, 2009: Update electronic file folder
    Person: Helen Perkins
    Activity: Electronic File Folder

Apr 20, 2010: Update electronic file folder
    Person: Robin Towler
    Activity: Electronic File Folder

Apr 27, 2010: Administer Survey
    Person: Dawn Filmore/Jennifer Raber
    Activity: Collect Second Semester Data

May 3, 2010: Collect & Tally Surveys
    Person: Kris Hooper
    Activity: Collect Second Semester Data

Indiana Student Achievement Institute

Continuous Improvement Timeline

	First Year Schools	**Second Year Schools**	**Third Year and Beyond Schools**
Oct	Session 1: <u>Getting Started</u> *Local Mtgs: Rationale for Change*	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) *Local Mtgs: Visioning*	<u>Tech Training 1</u> (optional) *Local Mtgs – SIP Implementation Roles & Responsibilities*	<u>Tech Training 1</u> (optional) *Local Mtgs – SIP Implementation Roles & Responsibilities*
Dec	Session 3: <u>Achievement Data Analysis</u> *Local Mtgs: Achievement Data Targets*		Session 2: <u>SIP Evaluation & Revision</u> *Local Mtgs: Sch. Imp. Plan Revision*
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> *Local Mtgs: Areas of Concern*	Session 2: <u>SIP Review & Revision</u> *Local Mtgs: Sch. Imp. Plan Revision*	
	Session 5:		
Feb 3	Session 6: <u>InSAI Conference on Learning</u> *Strategy Research Group Meetings: Local Mtgs – Strategy Selection*	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) *Strategy Task Force Mtg – Strategy Plans*	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) *Strategy Committees – Strategy Plans*	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) *Strategy Committees – Strategy Plans*
Apr	*1st Fri. in April: All submissions due online*	*1st Fri. in April: All submissions due online*	*1st Fri. in April: All submissions due online*
	Session 7: <u>Strategy Plan Review</u>: One hour individual appointment	Session 4: <u>Strategy Plan Review</u>: One hour individual appointment	Session 4: <u>Strategy Plan Review</u>: One hour individual appointment
May	*1st Fri in May: Revisions due online* *3rd Fri in May: Schools mail hardcopies <u>(after status of all submissions is "meets criteria")</u>*	*1st Fri in May: Revisions due online* *3rd Fri in May: Schools mail hardcopies <u>(after status of all submissions is "meets criteria")</u>*	*1st Fri in May: Revisions due online* *3rd Fri in May: Schools mail hardcopies <u>(after status of all submissions is "meets criteria")</u>*