

School Improvement Plan - 2010-2011

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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-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Cathy Brown - Teacher
- Kenny Brown - Community Representative (Business)
- Brad Harrison - School Counselor
- Amanda Horne - Teacher
- Lois Ransom - Teacher
- Josh Susott - Administrator
- Kenny Virgin - Parent/Guardian
- Stephanie Virgin - Administrator
- Thersa Weisman - Community Representative

Strategy Chairs

- Andrea Boyle
- Dawn Fillmore
- Kelly May
- Cady Schmitt
- Stephanie Virgin

Community Council

- Jennifer Adair - Parent
- Kenny Brown - Business
- Marvin Bruce - School Liason Officer
- Mike Camp - Parent

- Amy Causey - Parent
- Carla Cieslack - Parent
- Wendell Cron - Chandler Fire Department
- Kendell Dix - Parent
- Tammy Dougan - Parent
- Carlos Durand - Parent
- Harold Fisher - Business
- Jeff Geary - Parent
- Nick Granderson - Chandler Fire Department
- Ellen Harpole - Parent
- Jana Harrison - Parent
- Katie Heim - Parent
- Christina Hemenway - Business
- Tara Hewitt - Parent
- Alvin Holder - School Board Member
- Rose Holesinger - Parent
- Ray Jenkins - Business
- Deann Johns - Parent
- Stacy Keel - Parent
- Tara Kopp - Parent
- Dorothy Kroeger - School Board Member
- Kathy S. Merrill - Parent
- Christina Mount - Parent
- Chris Mulzer - Parent
- Robyn Parkhill - Parent
- Teresa Paul - Community member
- Jennifer Potter - Parent
- Robyn Pruitt - Parent
- Joyce Rodgers - Parent
- Lisa Selby - Parent
- Sally Siebert - Parent
- Amanda Smith - Parent
- Amanda Stacy - Parent
- Mindy Stephens - Parent
- Audrey Taber - Parent
- Sherry Taber - Community Member
- Christy Taylor - Parent
- Kristi Tepool - Parent
- Kathy Titzer - Business Owner
- Michelle Trabant - Parent
- Kenny Virgin - Parent
- Shannon Virgin - Parent
- Cathy Weinzapfel - Parent
- Theresa Weisman - Parent
- Ryan York - 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:

CHANDLER'S 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 others's 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 life's 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 students's potential and assist in developing goals based upon the students's 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 school's 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 - 6th graders master ISTEP+ essential skills: 100%
- % of students who 3rd - 6th graders master ISTEP+ math skills: 100%
- % of students who 3rd - 6th graders master ISTEP+ language arts skills: 100%
- % of students who 3rd - 6th graders score 6 out of 6 in ISTEP+ Writing Application: 100%
- % of students who 3rd - 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 - 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

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		51	51	56		61		66		71		100

All Students - % Passing ISTEP Language Conventions

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				81		82		83		84		

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		83		84		85		86				100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		83	75	78		81		84		87		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		81	81	82		83		84		85		100

Free and Reduced students in grades 3-5 - % passing ISTEP English/Lang. Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		77	66	70		74		78		82		100

Students in grades 1-5 - % showing a minimum of 9 months growth in May in STAR Reading

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		75	57	62		67		72		77		100

Students in grades 3-5 - % reading at or above grade level in May in STAR Reading

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		85	64	68		72		76		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... 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.

We are concerned that... 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 environment, 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.

We are concerned that... 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

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

Four Frame Calendar Math

Upon presentation of Four Frame Calendar Math to all faculty and staff at Chandler Elementary, calendar portion of the program will be implemented in each classroom K-12. This program will be executed daily and as the school year progresses teachers will add to the daily procedures of "Calendar Math". Through the implementation of this program, observations and discussions will be conducted comparing students increasing math skills. 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.

Impact Level: High Impact - Inside

Focus: Specific

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.

Impact Level: High Impact - Inside

Focus: General

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 student's reading goal according to his/her current reading level and frequently progress monitor the students throughout each nine 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.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Conquering Conventions through Daily Language

Teachers will present and review conventions standards in grade levels 1-5 at least 3 times every week. This will be done through the use of Daily Language Review. Teachers will be surveyed 3 times during the course of the year to evaluate use of the Daily Language Review.

Impact Level: High Impact - Inside

Focus: Specific

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

During the 2010-2011 school year, a co-teaching program between 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.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

I. Focused Academic Area: Conquering Conventions through Daily Language

The percent of grade 1-5 teachers using daily language 3 times or more weekly.

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

To-Do List

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

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

Encourage Rigorous Curriculum

- Aug 10, 2010:** Inform staff of AR calendar and goals **Person:** Krista Johnson
- Oct 14, 2010:** Conference with students about book levels and new AR goals **Person:** Homeroom Teachers
- Oct 14, 2010:** Edit student goals in the computer **Person:** Homeroom Teachers
- Oct 14, 2010:** Review student goals at the end of each 9 weeks **Person:** Homeroom Teachers
- Oct 15, 2010:** AR activities and parties at the end of each 9 weeks for students who make AR goals **Person:** Krista Johnson
- Dec 16, 2010:** Conference with students about book levels and new AR goals **Person:** Homeroom Teachers
- Dec 16, 2010:** Edit student goals in the computer **Person:** Homeroom Teachers
- Dec 16, 2010:** Review student goals at the end of each 9 weeks **Person:** Homeroom Teachers
- Dec 17, 2010:** AR activities and parties at the end of each 9 weeks for students who make AR goals **Person:** Krista Johnson
- Feb 17, 2011:** Conference with students about book levels and new AR goals **Person:** Homeroom Teachers
- Feb 17, 2011:** Edit student goals in the computer **Person:** Homeroom Teachers
- Feb 17, 2011:** Review student goals at the end of each 9 weeks **Person:** Homeroom Teachers
- Feb 18, 2011:** AR activities and parties at the end of each 9 weeks for students who make AR goals **Person:** Krista Johnson
- May 15, 2011:** End of year party for students who make their "end of year" AR goal **Person:** Krista Johnson

Focused Academic Area

- ✓ **Mar 15, 2010:** Construct survey **Person:** K. May
- ✓ **Mar 20, 2010:** Type and copy survey **Person:** K. May
- ✓ **Mar 25, 2010:** Pass out survey **Person:** K. May
- ✓ **Apr 1, 2010:** Collect baseline data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:** K. May
- ✓ **Apr 15, 2010:** Gather daily language books for each grade level **Person:** H. Duncan
- ✓ **Apr 18, 2010:** Compile master list for all teachers of the daily language books **Person:** H. Duncan
- ✓ **Apr 20, 2010:** Copy the daily language book for each teacher **Person:** H. Duncan
- ✓ **May 1, 2010:** Create power point presentation for faculty meeting **Person:** K. May
- ✓ **May 2, 2010:** Copy the power point slides to pass out at the faculty meeting **Person:** A. Davidson
- ✓ **May 10, 2010:** Present to faculty in a faculty meeting the master list, copies, and expectations for this new strategy using a power point presentation **Person:** K. May
- Aug 16, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Aug 16, 2010:** Reminder e-mail sent out every grading period about daily language requirements **Person:** K. May
- Aug 23, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Aug 30, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Sep 6, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Sep 13, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Sep 20, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Sep 27, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Oct 4, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Oct 11, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Oct 14, 2010:** Each teacher will submit samples of daily language from one week each grading period **Person:** L. Fisher
- Oct 18, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Oct 19, 2010:** Reminder e-mail sent out every grading period about daily language requirements **Person:** K. May
- Oct 25, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher
- Nov 1, 2010:** Each teacher will use daily language 3 times weekly **Person:** L. Fisher

Nov 8, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Nov 15, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
✓ Nov 20, 2010: Copy and pass out survey **Person:** K. May
Nov 22, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Nov 29, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Nov 30, 2010: Collect fall data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:** K. May
Dec 6, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Dec 13, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Dec 17, 2010: Each teacher will submit samples of daily language from one week each grading period **Person:** L. Fisher
Dec 20, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Dec 27, 2010: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Jan 3, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Jan 3, 2011: Reminder e-mail sent out every grading period about daily language requirements **Person:** K. May
Jan 10, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Jan 17, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Jan 24, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Jan 31, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Feb 7, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Feb 14, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Feb 21, 2011: Each teacher will submit samples of daily language from one week each grading period **Person:** L. Fisher
Feb 28, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Mar 7, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Mar 11, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Mar 14, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Mar 19, 2011: Reminder e-mail sent out every grading period about daily language requirements **Person:** K. May
Mar 21, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Mar 28, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Apr 4, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Apr 11, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Apr 18, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Apr 25, 2011: Each teacher will submit samples of daily language from one week each grading period **Person:** L. Fisher
May 1, 2011: Copy and pass out survey **Person:** K. May
May 2, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
May 9, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
May 16, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
May 20, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
May 23, 2011: Each teacher will use daily language 3 times weekly **Person:** L. Fisher
Jun 30, 2011: Collect spring data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:** K. May

Focused Student Group

May , 2010: Align co-teachers' schedules **Person:** Mrs. Virgin
May , 2010: Schedule professional development or planning days for co-teachers **Person:** Mrs. Virgin
May 10, 2010: Collaboration Among Teachers **Person:** Mrs. Virgin
Sep , 2010: Analyze co-teaching data and make changes as necessary **Person:** Co-teachers
Jan , 2011: Allow teachers to observe co-teaching classrooms **Person:** Co-teachers
Mar , 2011: Analyze co-teaching data and make changes as necessary **Person:** Co-teachers
Mar , 2011: Develop co-teaching plan for following school year **Person:** Mrs. Virgin and co-teachers

Four Frame Calendar Math

Aug 9, 2010: Distribute kits **Person:** Andrea Boyle
Aug 30, 2010: Email teachers and check for concerns **Person:** Andrea Boyle
Sep 3, 2010: Address Concerns **Person:** Brandi Bruce
Dec 8, 2010: Faculty Meeting **Person:** Andrea Boyle
Mar 8, 2011: Faculty Meeting **Person:** Andrea Boyle
Mar 16, 2011: Follow-up Question/Answer Committee **Person:** Robin McCamment
Apr 11, 2011: Email teachers for feedback **Person:** Brandi Bruce
May 16, 2011: Faculty Meeting **Person:** Andrea Boyle

Real World Experiences

Sep 2, 2010: Update Electronic File Folder **Person:** Dawn Fillmore

Dec 1, 2010: Administer Survey **Person:** Connie Warren

Dec 7, 2010: Collect & Tally Surveys **Person:** Helen Perkins

Dec 13, 2010: Update electronic file folder **Person:** Robin Towler

Apr 14, 2011: Survey teachers' input of college field trips **Person:** Karen Besing

Apr 20, 2011: Update electronic file folder **Person:** Dawn Fillmore

Apr 27, 2011: Administer Survey **Person:** Helen Perkins

May 3, 2011: Collect & Tally Surveys **Person:** Robin Towler

Professional Development Summary

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

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

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

Four Frame Calendar Math

No professional development is needed for this strategy.

Real World Experiences

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Accelerated Reader

No professional development is needed for this strategy.

I. Focused Academic Area: Conquering Conventions through Daily Language

Present to faculty in a faculty meeting the master list, copies, and expectations for this new strat

Brief Description: Present to faculty in a faculty meeting the master list, copies, and expectations for this new strategy using a power point presentation

Intended Participants: Teachers, Administrators

Date: May 10, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: No money required

Does this activity occur during the school day? Yes

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

Collaboration Among Teachers

Brief Description: General Education and Special Education teachers will meet to discuss the following school year's schedule, academic standards, and lesson plans.

Intended Participants: Teachers

Date: May 10, 2010

Activity Purpose: Information, Refinement

Activity Format: Collaborative Problem Solving, Other

Funding:

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... 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 3-5 -- % passing ISTEP English/Lang. Arts
- Students in grades 1-5 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Real World Experiences

We are concerned that... 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 3-5 -- % passing ISTEP English/Lang. Arts
- Students in grades 1-5 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

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

We are concerned that... 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

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 -- % Passing ISTEP Language Conventions
- 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 3-5 -- % passing ISTEP English/Lang. Arts
- Students in grades 1-5 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-5 -- % 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 3-5 -- % passing ISTEP English/Lang. Arts
- Students in grades 1-5 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- I. Focused Academic Area: Conquering Conventions through Daily Language

U. Focused Student Group (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
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Students in grades 1-5 -- % showing a minimum of 9 months growth in May in STAR Reading
- Students in grades 3-5 -- % 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 data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Principal's Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	ISTEP+ is given to grades 3-5. STAR Reading & STAR Math are given to grades 1-5 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.

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2010-2011 school year