

School Improvement Plan - 2011-2012

Generated on September 12, 2011 at 6:04 PM

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
- Indiana Rules and Regulations

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)
- Tracy Cron - Teacher
- Brad Harrison - School Counselor
- Amanda Horne - Teacher
- Robin McCammet - Teacher
- Lois Ransom - Teacher
- Josh Susott - Administrator
- Stephanie Virgin - Administrator
- Thersa Weisman - Community Representative

Strategy Chairs

- Linda Banks
- Cathy Brown
- Brandi Bruce
- Cady Clark
- Tracy Cron
- Tammi Forston
- Bridget Love
- Lois Ransom
- 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
- Misty Denk - Parent
- Kendell Dix - Parent
- Tammy Dougan - Parent
- Carlos Durand - Parent
- Harold Fisher - Business
- Jeff Geary - Parent
- Julie Gentry - Parent
- Nick Granderson - Chandler Fire Department
- Robin Hansen - Parent
- Ellen Harpole - Parent
- Jana Harrison - Parent
- Emily Heim - Parent
- Katie Heim - Parent
- Christina Hemenway - Business
- Candice Heubner - Parent
- Tara Hewitt - Parent
- Rose Holesinger - Parent
- Anita Jenkins - Parent
- Ray Jenkins - Business
- Deann Johns - Parent
- Kary Kahle - Parent
- Kristy Kahle - Parent
- Stacy Keel - Parent
- Tara Kopp - Parent
- Dorothy Kroeger - School Board Member
- Kristi McDaniel - Parent
- Kathy S. Merrill - Parent
- Christina Mount - 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
- Shelley Spears - Parent
- Amanda Stacy - Parent
- Mindy Stephens - Parent
- Audrey Taber - Parent
- Sherry Taber - Community Member
- Christy Taylor - Parent
- Kristi Tepoch - Parent
- Kathy Titzer - Business Owner
- Michelle Trabant - Parent
- Kenny Virgin - Parent
- Shannon Virgin - Parent
- Vanessa Wagler - Parent

- Cathy Weinzapfel - Parent
- Thersa 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:

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, real-world experiences, and year round enrichment classes. 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. All students deserve highly knowledgeable, motivated, and caring school personnel (teachers, administrators, and staff), who will have high expectations for all students. 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. 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 /school sponsored activities and functions. Students deserve the opportunity to be respected and 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 and compassion 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 encourage and 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. Adults, willing to embrace change, create an environment where students are provided choices encompassing a variety of learning styles, differentiated instruction, and multiple assessment strategies. Adults model responsible and positive behavior that encourages and promotes responsible citizens. School personnel, parents, care givers, and community members provide opportunities for extended learning and real-world experiences.

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 with high expectations prepared to accept the 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. 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-world 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 - 5th graders master ISTEP+ essential skills: 100%
- % of students who 3rd - 5th graders master ISTEP+ math skills: 100%
- % of students who 3rd - 5th graders master ISTEP+ language arts skills: 100%
- % of students who 3rd - 5th graders score 6 out of 6 in ISTEP+ Writing Application: 100%
- % of students who 3rd - 5th graders score 4 out of 4 in ISTEP+ Language Convention: 100%
- % of students who 4th graders master ISTEP+ science: 100%
- % of students who 5th graders master ISTEP+ social studies: 100%
- % of students who 3rd - 5th graders master all ISTEP+ tests: 100%
- % of students who 3rd - 5th graders will be anticipated to pass ISTEP Math and Lang. Arts by their 3rd and final predictive

Acuity test.: 100%

- % of students who 1st â 5th graders work at or above grade level from STAR Reading: 100%
- % of students who 1st â 5th graders work at or above grade level from STAR Math: 100%
- % of students who 1st - 2nd graders will be at or above DIBELS benchmark in Oral Reading Fluency: 100%
- % of students who K - 2nd graders will be at or above the proficient reading level in TRC: 100%
- % of students who 2nd graders will be at or above the established level in mClass math computation: 100%
- % of students who 1st graders will be at the established level in mClass math number facts: 100%
- % of students who K & Transition students will be at or above the established level in mClass math number recognition: 100%
- % of students who K & Transition students will be at or above grade level in Early STAR Reading: 100%
- % of students who K & Transition students will be at or above DIBELS benchmark in Nonsense Word Fluency: 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
51	51	56	58	62		66		70		74		

All Students - % Passing ISTEP Language Conventions

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		81	83	84		86		88		90		

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83		84		85		86		87		88		

All Students taking the ISTEP assessment - % passing ISTEP Math: Number Sense

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			82	84		86		88		90		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	75	78	81	83		85		87		89		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	81	82	82	85		87		89		91		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	66	70	72	77		80		83		86		100

Grade 1-5 students reading below grade level at the beginning of the school year - % who are showing a minimum of 9 months growth using STAR reading by the end of the school year

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			60	64		68		72		76		100

Students in grades 1-5 - % reading at or above grade level in May in STAR Reading

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			57	61		65		69		73		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... Tier 1 Core Reading

We are concerned that... Tier 2 Reading

We are concerned that... Tier 3 Reading

We are concerned that... Reading Assessment

We are concerned that... Reading Communication to Parents

We are concerned that... Students need daily exposure to everyday math problems and concepts.

Students need daily exposure to everyday math problems and concepts.

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 more exposure to language conventions

Language Conventions scores indicate this was an area of concern.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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

Reading Blocks

Teachers in grades K-3 will implement an uninterrupted 90 minute Reading block daily. Teachers in grades 4-5 will implement an uninterrupted 60 minute Reading block daily. All Reading blocks will focus on phonics, phonemic awareness, fluency, comprehension, and vocabulary.

Impact Level: High Impact - Inside

Focus: Specific

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

G. Attendance

The school nurse calls all absent students in the morning to find out why they are absent. The counselor keeps track of students that have multiple absences or tardies. He will contact the parents to discuss the multiple absences/tardies. To encourage good attendance, students are awarded the perfect attendance award at the end of every grading period and are recognized at the I CAN program. Students that have perfect attendance for the entire year are given an award at the end of

the school year and recognized at the awards ceremony.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Conquering Conventions through Daily Language

Teachers will present and review conventions standards in grade levels 1-5 every week. This will be done through the use of Daily Language Review. Teachers will be surveyed 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 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.

Local Strategies

Four Frame Calendar Math

The percent of teachers using Calendar Math on a daily basis

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

Reading Blocks

The number of teachers implementing a daily 60 or 90 minute Reading block focusing on phonics, phonemic awareness, fluency, comprehension, and vocabulary.

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

Required Strategies

F. Encourage Rigorous Curriculum: Accelerated Reader

% of homeroom teachers implementing Accelerated Reader in their classrooms

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

I. Focused Academic Area: Conquering Conventions through Daily Language

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

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

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

We will count the percentage of special education students involved in a general education classroom for language arts.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
61%	100%		100%	

To-Do List

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

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

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of homeroom teachers implementing Accelerated Reader in their classrooms **Person:**

Aug 11, 2011: Inform staff of AR calendar and goals **Person:** Krista Johnson

Oct 13, 2011: Conference with students about book levels and new AR goals **Person:** Homeroom Teachers

Oct 13, 2011: Edit student goals in the computer **Person:** Homeroom Teachers

Oct 13, 2011: Review student goals at the end of each 9 weeks **Person:** Homeroom Teachers

Oct 18, 2011: AR activities and parties at the end of each 9 weeks for students who make AR goals **Person:** Krista Johnson

Nov 30, 2011: Collect fall data: % of homeroom teachers implementing Accelerated Reader in their classrooms **Person:**

Dec 15, 2011: Conference with students about book levels and new AR goals **Person:** Homeroom Teachers

Dec 15, 2011: Edit student goals in the computer **Person:** Homeroom Teachers

Dec 15, 2011: Review student goals at the end of each 9 weeks **Person:** Homeroom Teachers

Dec 20, 2011: AR activities and parties at the end of each 9 weeks for students who make AR goals **Person:** Krista Johnson

Feb 16, 2012: Conference with students about book levels and new AR goals **Person:** Homeroom Teachers

Feb 16, 2012: Edit student goals in the computer **Person:** Homeroom Teachers

Feb 16, 2012: Review student goals at the end of each 9 weeks **Person:** Homeroom Teachers

Feb 21, 2012: AR activities and parties at the end of each 9 weeks for students who make AR goals **Person:** Krista Johnson

Apr 19, 2012: Conference with students about book levels and new AR goals **Person:** Homeroom Teachers

Apr 19, 2012: Edit student goals in the computer **Person:** Homeroom Teachers

Apr 19, 2012: Review student goals at the end of each 9 weeks **Person:** Homeroom Teachers

Apr 24, 2012: AR activities and parties at the end of each 9 weeks for students who make AR goals **Person:** Krista Johnson

Jun 30, 2012: Collect spring data: % of homeroom teachers implementing Accelerated Reader in their classrooms **Person:**

Focused Academic Area

May 1, 2011: Compile master list (to check off each week) of all teachers in grades 1-5 using daily language 3 times a week

Person: Connie Warren

May 10, 2011: Present to faculty in a faculty meeting the master list, copies, and expectations for this strategy **Person:** Cathy Brown

Aug 14, 2011: Copy the daily language book for new teachers and teachers who may need a new copy **Person:** Karen Besing

Aug 15, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Aug 15, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Aug 18, 2011: Provide principal once a month with a list of teachers who do not turn in daily language samples **Person:** Cathy

Brown

Aug 19, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Aug 22, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Aug 22, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Aug 26, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Aug 29, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Aug 29, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Sep 2, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Sep 5, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Sep 5, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Sep 9, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Sep 12, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Sep 12, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Sep 16, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Sep 18, 2011: Provide principal once a month with a list of teachers who do not turn in daily language samples. **Person:** Cathy Brown

Sep 19, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Sep 19, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Sep 23, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Sep 26, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Sep 26, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Sep 30, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Oct 3, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Oct 3, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Oct 7, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Oct 10, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Oct 10, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Oct 14, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Oct 17, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Oct 17, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Oct 18, 2011: Provide principal once a month with a list of teachers who do not turn in daily language samples. **Person:** Cathy Brown

Oct 21, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Oct 24, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Oct 24, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Oct 28, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Oct 31, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Oct 31, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Nov 4, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Nov 7, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Nov 7, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Nov 11, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Nov 14, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Nov 14, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Nov 18, 2011: Provide principal once a month with a list of teachers who do not turn in daily language samples. **Person:** Cathy Brown

Nov 18, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Nov 21, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Nov 21, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Nov 25, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Nov 28, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Nov 28, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Nov 30, 2011: Collect fall data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:**

Dec 2, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Dec 5, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Dec 5, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Dec 9, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Dec 12, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Dec 12, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Dec 16, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Dec 18, 2011: Provide principal once a month with a list of teachers who do not turn in daily language samples **Person:** Cathy Brown

Dec 19, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Dec 19, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Dec 23, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Dec 26, 2011: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Dec 26, 2011: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Dec 30, 2011: Record the number of teachers each week who turn in daily language. **Person:**

Jan 2, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Jan 2, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Jan 6, 2012: Record the number of teachers each week who turn in daily language. **Person:**

Jan 9, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle

Jan 9, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

Jan 13, 2012: Record the number of teachers each week who turn in daily language. **Person:**

Jan 16, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Jan 16, 2012: Reminder e-mail sent out every week about daily language requirements **Person:**
Jan 16, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Jan 16, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Jan 18, 2012: Provide principal once a month with a list of teachers who do not turn in dialy language samples **Person:** Cathy Brown
Jan 20, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Jan 23, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Jan 23, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Jan 27, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Jan 30, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Jan 30, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Feb 3, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Feb 6, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Feb 6, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Feb 10, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Feb 13, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Feb 13, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Feb 17, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Feb 18, 2012: Provide principal once a month with a list of teachers who do not turn in daily language samples. **Person:** Cathy Brown
Feb 20, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Feb 20, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Feb 24, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Feb 27, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Feb 27, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Mar 2, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Mar 5, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Mar 5, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Mar 9, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Mar 12, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Mar 12, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Mar 16, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Mar 18, 2012: Provide principal once a month with a list of teachers who do not turn in daily language samples. **Person:** Cathy Brown
Mar 19, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Mar 19, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Mar 23, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Mar 26, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Mar 26, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Mar 30, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Apr 2, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Apr 2, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Apr 6, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Apr 9, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Apr 9, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Apr 10, 2012: Construct survey **Person:** Kelly May
Apr 13, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Apr 16, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Apr 16, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Apr 18, 2012: Provide principal once a month with a list of teachers who do not turn in daily language samples. **Person:** Cathy Brown
Apr 19, 2012: Copy and pass out survey **Person:** Brandi Bruce
Apr 20, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Apr 23, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Apr 23, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
Apr 25, 2012: Collect and record survey data **Person:** Melanie Strahle, Cathy Brown
Apr 27, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Apr 30, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
Apr 30, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown

May 4, 2012: Record the number of teachers each week who turn in daily language. **Person:**
May 7, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
May 7, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
May 11, 2012: Record the number of teachers each week who turn in daily language. **Person:**
May 14, 2012: Each teacher will use daily language 3 times weekly **Person:** Melanie Strahle
May 14, 2012: Reminder e-mail sent out every week about daily language requirements **Person:** Cathy Brown
May 18, 2012: Provide principal once a month with a list of teachers who do not turn in daily language samples. **Person:** Cathy Brown
May 18, 2012: Record the number of teachers each week who turn in daily language. **Person:**
Jun 30, 2012: Collect spring data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: We will count the percentage of special education students involved in a general education classroom for language arts. **Person:**
Apr 10, 2011: Co-teachers met with grade level peers to plan for 90 minute reading block **Person:** Co-teachers
Sep 10, 2011: Analyze co-teaching data and make changes as necessary **Person:** Strategy Team
Nov 30, 2011: Collect fall data: We will count the percentage of special education students involved in a general education classroom for language arts. **Person:**
Jan 10, 2012: Allow teachers to observe co-teaching classrooms **Person:** Strategy Team
Mar 10, 2012: Analyze co-teaching data and make changes as necessary **Person:** Strategy Team
Apr 10, 2012: Develop co-teaching plan for following school year **Person:** Strategy Team
Jun 30, 2012: Collect spring data: We will count the percentage of special education students involved in a general education classroom for language arts. **Person:**

Four Frame Calendar Math

Apr 1, 2011: Collect baseline data: The percent of teachers using Calendar Math on a daily basis **Person:** Linda Banks
Aug 11, 2011: Distribute kits to new teachers **Person:** Linda Banks
Aug 11, 2011: Order kits for new teachers who are in need of them **Person:** Linda Banks
Aug 30, 2011: Email teachers and check for concerns **Person:** Linda Banks
Sep 2, 2011: Address Concerns **Person:** Maurice Bathon
Nov 30, 2011: Collect fall data: The percent of teachers using Calendar Math on a daily basis **Person:** Linda Banks
Nov 30, 2011: Email teachers and check for concerns **Person:** Linda Banks
Dec 2, 2011: Address Concerns **Person:** LouAnn Fisher
Dec 7, 2011: Faculty Meeting **Person:** Linda Banks
Mar 6, 2012: Faculty Meeting **Person:** Linda Banks
Apr 3, 2012: Email teachers for feedback **Person:** Linda Banks
May 8, 2012: Faculty Meeting **Person:** Linda Banks
May 9, 2012: Email teachers and check for concerns **Person:** Linda Banks
May 14, 2012: Address concerns **Person:** April Davidson
Jun 30, 2012: Collect spring data: The percent of teachers using Calendar Math on a daily basis **Person:** Linda Banks

Reading Blocks

Feb 16, 2011: Faculty meeting **Person:** Stephanie Virgin
Mar 3, 2011: Faculty Meeting **Person:** First and Second grade teachers
Mar 10, 2011: Grade level meetings **Person:** Team leaders
Apr 1, 2011: Collect baseline data: The number of teachers implementing a daily 60 or 90 minute Reading block focusing on phonics, phonemic awareness, fluency, comprehension, and vocabulary. **Person:** Lois Ransom
Apr 8, 2011: Reading plans turned in to Mrs. Virgin **Person:** Team leaders
Apr 11, 2011: Third grade planning day **Person:** Third grade teachers
Apr 12, 2011: DEAR (Drop Everything and Read) **Person:** Teachers in grades 3-5
Apr 15, 2011: First and second grade planning day **Person:** First and second grade teachers
Apr 20, 2011: Fourth grade teachers planning day **Person:** Fourth grade teachers
Apr 21, 2011: Kindergarten planning day **Person:** Kindergarten teachers
Apr 22, 2011: Fifth grade planning day **Person:** Fifth grade teachers
May 3, 2011: DEAR (Drop Everything and Read) **Person:** Teachers in grades K-2
Sep 12, 2011: Data Tracking inservice **Person:** Tish Wagner and Brad Harrison

Sep 30, 2011: SINE workshop (Using Learning Centers in the Classroom) **Person:** Teachers in K-2
Oct 13, 2011: Grade level meetings **Person:** Team leaders
Oct 31, 2011: Learning Center Workshop Share **Person:** Teachers in grades K-2
Nov 30, 2011: Collect fall data: The number of teachers implementing a daily 60 or 90 minute Reading block focusing on phonics, phonemic awareness, fluency, comprehension, and vocabulary. **Person:** Lois Ransom
Dec 15, 2011: Grade level meetings **Person:** Team leaders
Feb 16, 2012: Grade level meetings **Person:** Team leaders
Apr 19, 2012: Grade level meetings **Person:** Team leaders
Jun 30, 2012: Collect spring data: The number of teachers implementing a daily 60 or 90 minute Reading block focusing on phonics, phonemic awareness, fluency, comprehension, and vocabulary. **Person:** Lois Ransom

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.

Four Frame Calendar Math

No professional development is needed for this strategy.

Reading Blocks

Data Tracking inservice

Brief Description: Mr. Harrison and Mrs. Wagner will present information on data tracking and Rtl tiers within the Reading blocks.

Intended Participants: Teachers, Counselors, Other

Date: Sep 12, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: None

Does this activity occur during the school day? Yes

DEAR (Drop Everything and Read)

Brief Description: Teachers in grades 3-5 met to continue planning the 90 minutes Reading block.

Intended Participants: Teachers

Date: Apr 12, 2011

Activity Purpose: Information, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: None

Does this activity occur during the school day? Yes

DEAR (Drop Everything and Read)

Brief Description: Teachers in grades K-2 met to plan their 90 minute Reading blocks.

Intended Participants: Teachers

Date: May 3, 2011

Activity Purpose: Information, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: None

Does this activity occur during the school day? Yes

Fifth grade planning day

Brief Description: Fifth grade teachers and the special education teacher assigned to fifth grade, met to plan their 60 minute Reading block.

Intended Participants: Teachers

Date: Apr 22, 2011

Activity Purpose: Information, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: Warrick County School Corporation

Does this activity occur during the school day? Yes

First and second grade planning day

Brief Description: First and second grade teachers and the special education teachers assigned to those grade levels, met to plan their 90 minute Reading blocks.

Intended Participants: Teachers

Date: Apr 15, 2011

Activity Purpose: Information, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: Warrick County School Corporation

Does this activity occur during the school day? Yes

Fourth grade teachers planning day

Brief Description: Fourth grade teachers and the special education teacher assigned to fourth grade, met to plan their 60 minute Reading block.

Intended Participants: Teachers

Date: Apr 20, 2011

Activity Purpose: Information, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: Warrick County School Corporation

Does this activity occur during the school day? Yes

Kindergarten planning day

Brief Description: Kindergarten teachers met to plan their 90 minute Reading block

Intended Participants: Teachers

Date: Apr 21, 2011

Activity Purpose: Information, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: Warrick County School Corporation

Does this activity occur during the school day? Yes

Learning Center Workshop Share

Brief Description: Teachers in grades K-2 will share the information they gained at the SINE workshop, Using Learning Centers in the Classroom.

Intended Participants: Teachers

Date: Oct 31, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: None

Does this activity occur during the school day? Yes

SINE workshop (Using Learning Centers in the Classroom)

Brief Description: Teachers in grades K-2 will attend a SINE workshop on "Using Learning Centers in the Classroom."

Intended Participants: Teachers

Date: Sep 30, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: Warrick County School Corporation

Does this activity occur during the school day? Yes

Third grade planning day

Brief Description: Third grade teachers and the special education teacher assigned to third grade met to plan how to implement a 90 minute Reading block.

Intended Participants: Teachers

Date: Apr 11, 2011

Activity Purpose: Information, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: Professional development monies provided by Warrick County School Corporation

Does this activity occur during the school day? Yes

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 strategy

Brief Description: Present to faculty in a faculty meeting the master list, copies, and expectations for this strategy.

Intended Participants: Teachers

Date: May 10, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding: None

Does this activity occur during the school day? Yes

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

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... Tier 1 Core Reading

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
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

We are concerned that... Tier 2 Reading

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
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

We are concerned that... Tier 3 Reading

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
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

We are concerned that... Reading Assessment

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

- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Accelerated Reader

We are concerned that... Reading Communication to Parents

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
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

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

Strategies to Impact This Concern:

- Four Frame Calendar Math

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

Strategies to Impact This Concern:

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

We are concerned that... Students need more exposure to language conventions

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 taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts

Strategies to Impact This Concern:

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

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

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

Strategies to Impact This Concern:

- Four Frame Calendar Math
- F. Encourage Rigorous Curriculum: Accelerated Reader

I. Focused Academic Area (IN Rules)

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

Strategies to Impact This Concern:

- Four Frame Calendar Math
- Reading Blocks
- I. Focused Academic Area: Conquering Conventions through Daily Language

U. Focused Student Group (IN Rules)

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

Strategies to Impact This Concern:

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

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:**Strategies to Impact This Concern:**

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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes (96.57%)
D. 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 and 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. mClass Math and mClass Reading assessment is given to grades 1 and 2 three times per year. Acuity assessment is given to students in grades 3-5 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 2013-2014 school year