

School Improvement Plan - 2013-2014

Generated on May 24, 2013 at 2:04 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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 8
- Needs Assessment / Areas of Concern 11
- Strategies 13
- Strategy Data 15
- To-Do List 17
- Professional Development Summary 21
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 23
- Force Field Excerpt 27
- Continuous Improvement Timeline 28

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

- Andrea Boyle - Teacher
- Kenny Brown - Community Representative (Business)
- Brad Harrison - School Counselor
- Stephanie Henrich - Administrator
- Robin McCamment - Teacher
- Lauren Mosbey - Teacher
- Abbie Redmon - Administrator
- Thersa Weisman - Parent/Guardian

Strategy Chairs

- Linda Banks
- Tracy Cron
- Lauren Ellmers
- Stephanie Henrich
- Kelly May

Community Council

-
-
- Janette Gipson - Parent
- Debbie Berkley - teacher
- Crystal Best - Parent

- Kenny Brown - Business
- Brandi Bruce - Teacher/Parent
- Marvin Bruce - School Liason Officer
- Mike Camp - Parent
- Paula Camp - Parent
- Carla Cieslack - Parent
- Nicole Covert - parent
- Wendell Cron - Chandler Fire Department
- Misty Denk - Parent
- Todd Denk - Parent
- Heather Duncan - Teacher/Parent
- Carla Elikofer - Parent
- Toby Elikofer - Parent
- Ann Enlow - Parent
- Rene Freudenberg - Parent
- Julie Gentry - Parent
- Jana Harrison - Parent
- Emily Heim - Parent
- Katie Heim - Parent
- Christina Hemenway - Business
- Dayna Higgs - parent
- Jason Higgs - parent
- Jamie Hubbs - parent
- Ray Jenkins - Business
- Deann Johns - Parent
- Randy Koenig - parent
- Bridget Love - teacher
- Robin Mizeur - parent
- Robyn Parkhill - Parent
- Teresa Paul - Community member
- Lisa Selby - Parent
- Shelley Spears - Parent
- Mindy Stephens - Parent
- Sherry Taber - Community Member
- Kristi Tepool - Parent
- Kathy Titzer - parent
- Michelle Trabant - Parent
- Karen Trillich - parent
- Kenny Virgin - Parent
- Shannon Virgin - Parent
- Vanessa Wagler - Parent
- Wendy Wary - parent
- Thersa Weisman - 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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	61	65	56	62		68		74		80		100

All Students - % Passing ISTEP Language Conventions

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	84	86	85	87		89		91		93		100

All Students - Percent passing ISTEP Language Arts based on A-F Accountability Performance Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		86	85	88		90		92		94		100

All Students - Percent passing ISTEP Math based on A-F Accountability Performance Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		86	86	88		90		92		94		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	89	90	86	88		90		92		94		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	83	85	83	85		87		89		91		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	88	89	85	87		89		91		93		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	77	80	74	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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	54	59	59	63		67		71		75		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61	63	67	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... Reading Assessment

Low ISTEP test scores for Special Ed. in English/Language Arts. Preparing for upcoming IREAD test.

We are concerned that... Reading Communication to Parents

We are doing this through teacher newsletters, Star Reading scores, DIBELS/TRC testing results, and Acuity information that is sent home to parents when testing is complete.

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 doing this through daily calendar math.

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

Language Conventions scores indicate this was an area of concern. This is being done through Daily Language Review.

We are concerned that... Students with special needs need more opportunities for exposure to grade level curriculum adapted to their ability level.

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. Differentiation and accommodations can be improved with regular education and special education teachers co-teaching.

We are concerned that... Tier 1 Core Reading

We are concerned that... Tier 2 Reading

We are concerned that... Tier 3 Reading

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

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: Specific

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

I. Focused Academic Area: 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-5. 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

I. Focused Academic Area: 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

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.

Required Strategies

F. Encourage Rigorous Curriculum: Accelerated Reader

% of homeroom teachers implementing Accelerated Reader in their classrooms

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

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

I. Focused Academic Area: Four Frame Calendar Math

The percent of teachers using Calendar Math on a daily basis

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

I. Focused Academic Area: Reading Blocks

The percent of teachers implementing a daily 60 or 90 minute Reading Block focusing on phonics, phonemic awareness, comprehension and vocabulary

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 23, 2013: Parents, student peer and teachers conference with the students about the books they have read. **Person:** Teachers
Aug 23, 2013: Teachers set students' personalized AR Goals and frequently progress monitor the students throughout each nine weeks. **Person:** Teachers
Sep 5, 2013: Teachers provide targeted interventions to help struggling students. **Person:** Teachers
Oct 25, 2013: Teachers set students' personalized AR Goals and frequently progress monitor the students throughout each nine weeks. **Person:** Teachers
Dec 5, 2013: Collect Fall Data: % of homeroom teachers implementing Accelerated Reader in their classrooms. **Person:** Stephanie Henrich
Dec 27, 2013: Teachers set students' personalized AR Goals and frequently progress monitor the students throughout each nine weeks. **Person:** Teachers
Feb 28, 2014: Teachers set students' personalized AR Goals and frequently progress monitor the students throughout each nine weeks. **Person:** Teachers
May 2, 2014: Teachers set students' personalized AR Goals and frequently progress monitor the students throughout each nine weeks. **Person:** Teachers
May 22, 2014: Collect Spring Data: % of homeroom teachers implementing Accelerated Reader in their classrooms. **Person:** Stephanie Henrich

Focused Academic Area

Apr 15, 2013: Copy and Pass out survey **Person:** Brandi Bruce
Aug 13, 2013: Order Kits for New Teachers **Person:** Linda Banks
Aug 14, 2013: Copy the Daily Language Book for new teachers. **Person:** Karen Besing
Aug 14, 2013: Distribute Kits to new teachers **Person:** Linda Banks
Aug 15, 2013: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers
Aug 16, 2013: Provide Principal once a grading period with the % of teachers who turned in samples **Person:** Cathy Brown
Aug 19, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Aug 20, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Aug 26, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Aug 26, 2013: Email Teachers and check for concerns **Person:** Linda Banks
Aug 27, 2013: 4-5 Grade Teachers will implement an uninterrupted (of at least) 60 minutes of Reading Block daily. **Person:** 4-5 Grade Teachers
Aug 27, 2013: K-3 will implement an uninterrupted 90-Minute Reading Block daily. **Person:** K-3 Teachers
Aug 27, 2013: Monthly POD Meetings in Grade Levels **Person:** Team Leaders
Aug 27, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Sep 2, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Sep 3, 2013: Address Concerns **Person:** Maurice Bathon
Sep 3, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Sep 9, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Sep 10, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Sep 16, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Sep 17, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Sep 19, 2013: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers

Sep 23, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Sep 24, 2013: Monthly POD Meetings in Grade Levels **Person:** Team Leaders

Sep 24, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Sep 30, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Oct 1, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Oct 7, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Oct 7, 2013: Email Teachers and check for concerns **Person:** Linda Banks

Oct 8, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Oct 14, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Oct 15, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Oct 17, 2013: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers

Oct 18, 2013: Provide Principal once a grading period with the % of teachers who turned in samples **Person:** Cathy Brown

Oct 21, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Oct 22, 2013: Monthly POD Meetings in Grade Levels **Person:** Team Leaders

Oct 22, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Oct 28, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Oct 29, 2013: 4-5 Grade Teachers will implement an uninterrupted (of at least) 60 minutes of Reading Block daily. **Person:** 4-5 Grade Teachers

Oct 29, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Nov 4, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Nov 5, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Nov 11, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Nov 12, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Nov 18, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Nov 18, 2013: Email Teachers and check for concerns **Person:** Linda Banks

Nov 19, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Nov 21, 2013: Collect Fall Data: % of teachers using Calendar Math on a Daily Basis **Person:** Linda Banks

Nov 21, 2013: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers

Nov 25, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Nov 26, 2013: Monthly POD Meetings in Grade Levels **Person:** Team Leaders

Nov 26, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Nov 30, 2013: Collect fall data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:** Cathy Brown

Nov 30, 2013: Collect fall data: The percent of teachers implementing a daily 60 or 90 minute Reading Block focusing on phonics, phonemic awareness, comprehension and vocabulary **Person:** Tracy Cron

Dec 2, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Dec 3, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Dec 9, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Dec 10, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Dec 16, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Dec 17, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Dec 19, 2013: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers

Dec 20, 2013: Provide Principal once a grading period with the % of teachers who turned in samples **Person:** Cathy Brown

Dec 23, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Dec 24, 2013: Monthly POD Meetings in Grade Levels **Person:** Team Leaders

Dec 24, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Dec 30, 2013: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Dec 30, 2013: Email Teachers and check for concerns **Person:** Linda Banks

Dec 31, 2013: 4-5 Grade Teachers will implement an uninterrupted (of at least) 60 minutes of Reading Block daily. **Person:** 4-5 Grade Teachers

Dec 31, 2013: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Jan 6, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Jan 7, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Jan 13, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle

Jan 14, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May

Jan 16, 2014: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers

Jan 20, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Jan 21, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Jan 27, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Jan 28, 2014: Monthly POD Meetings in Grade Levels **Person:** Team Leaders
Jan 28, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Feb 3, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Feb 4, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Feb 10, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Feb 10, 2014: Email Teachers and check for concerns **Person:** Linda Banks
Feb 11, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Feb 17, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Feb 18, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Feb 20, 2014: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers
Feb 21, 2014: Provide Principal once a grading period with the % of teachers who turned in samples **Person:** Cathy Brown
Feb 24, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Feb 25, 2014: Monthly POD Meetings in Grade Levels **Person:** Team Leaders
Feb 25, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Mar 3, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Mar 4, 2014: 4-5 Grade Teachers will implement an uninterrupted (of at least) 60 minutes of Reading Block daily. **Person:** 4-5 Grade Teachers
Mar 4, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Mar 10, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Mar 11, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Mar 17, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Mar 18, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Mar 20, 2014: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers
Mar 24, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Mar 24, 2014: Email Teachers and check for concerns **Person:** Linda Banks
Mar 25, 2014: Monthly POD Meetings in Grade Levels **Person:** Team Leaders
Mar 25, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Mar 31, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Apr 1, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Apr 7, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Apr 8, 2014: Construct Survey **Person:** Kelly May
Apr 8, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Apr 14, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Apr 15, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Apr 17, 2014: Teachers will implement daily the calendar portion of Four Frame Calendar Math and as the school year progresses teachers will add to the daily procedures of Calendar Math **Person:** Teachers
Apr 21, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Apr 22, 2014: Collect and Record Survey Data **Person:** Melanie Strahle
Apr 22, 2014: Monthly POD Meetings in Grade Levels **Person:** Team Leaders
Apr 22, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Apr 25, 2014: Provide Principal once a grading period with the % of teachers who turned in samples **Person:** Cathy Brown
Apr 28, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
Apr 29, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
Apr 30, 2014: Collect spring data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:** Cathy Brown
May 5, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
May 5, 2014: Email Teachers and check for concerns **Person:** Linda Banks
May 6, 2014: 4-5 Grade Teachers will implement an uninterrupted (of at least) 60 minutes of Reading Block daily. **Person:** 4-5 Grade Teachers
May 6, 2014: Reminder email sent out every week for Daily Language requirements. **Person:** Kelly May
May 12, 2014: Each teacher will use daily language three times weekly. **Person:** Melanie Strahle
May 20, 2014: Collect Spring Data: % of teachers using Calendar Math on a Daily Basis **Person:** Linda Banks
Jun 30, 2014: Collect spring data: The percent of teachers implementing a daily 60 or 90 minute Reading Block focusing on phonics, phonemic awareness, comprehension and vocabulary **Person:** Tracy Cron
Aug 20, 2014: Record % of teachers who turn in samples each week. **Person:** Cathy Brown

Focused Student Group

Aug 27, 2013: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Sep 16, 2013: Analyze Co-Teaching Data and make changes as necessary **Person:** Lauren Ellmers and Team

Sep 24, 2013: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Oct 22, 2013: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Nov 25, 2013: Fall Data Collection: we will count the % of Special Education Students involved in a General Education Classroom for Language Arts **Person:** Lauren Ellmers and Team

Nov 26, 2013: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Dec 24, 2013: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Jan 28, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Feb 25, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Mar 17, 2014: Analyze Co-Teaching Data and make changes as necessary **Person:** Lauren Ellmers and Team

Mar 25, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Apr 14, 2014: Develop Co-Teaching Plan for following School Year **Person:** Lauren Ellmers

Apr 22, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers

Apr 29, 2014: Spring Data Collection: we will count the % of Special Education Students involved in a General Education Classroom for Language Arts **Person:** Lauren Ellmers and Team

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.

F. Encourage Rigorous Curriculum: Accelerated Reader

No professional development is needed for this strategy.

I. Focused Academic Area: Conquering Conventions through Daily Language

No professional development is needed for this strategy.

I. Focused Academic Area: Four Frame Calendar Math

No professional development is needed for this strategy.

I. Focused Academic Area: Reading Blocks

Monthly POD Meetings in Grade Levels

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers

Dates: Aug 27, 2013; Sep 24, 2013; Oct 22, 2013; Nov 26, 2013; Dec 24, 2013; Jan 28, 2014; Feb 25, 2014; Mar 25, 2014; Apr 22, 2014

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Peer Coaching, Collaborative Problem Solving, Site Visit, Other

Funding:

Does this activity occur during the school day? Yes

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

Co-Teachers meet with grade level peers

Brief Description:

Intended Participants: Teachers

Dates: Aug 27, 2013; Sep 24, 2013; Oct 22, 2013; Nov 26, 2013; Dec 24, 2013; Jan 28, 2014; Feb 25, 2014; Mar 25, 2014; Apr 22, 2014

Activity Purpose: Information

Activity Format: Talk to, Peer Coaching, Collaborative Problem Solving, Other

Funding:

Does this activity occur during the school day? No

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... 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
- I. Focused Academic Area: Reading Blocks

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:

- I. Focused Academic Area: Reading Blocks

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:

- I. Focused Academic Area: Four Frame Calendar Math

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

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:

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

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:

- I. Focused Academic Area: Reading Blocks

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:

- I. Focused Academic Area: Reading Blocks

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:

- I. Focused Academic Area: Reading Blocks

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 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
- 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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- % Passing ISTEP Language Conventions
- All Students -- Percent passing ISTEP Language Arts based on A-F Accountability Performance Data
- All Students -- Percent passing ISTEP Math based on A-F Accountability Performance Data
- All Students taking the ISTEP assessment -- % passing ISTEP Math: Number Sense
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- 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:

- G. Attendance

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 -- % Passing ISTEP Language Conventions
- All Students -- Percent passing ISTEP Language Arts based on A-F Accountability Performance Data

- All Students -- Percent passing ISTEP Math based on A-F Accountability Performance Data
- All Students taking the ISTEP assessment -- % passing ISTEP Math: Number Sense
- 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:

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

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 -- Percent passing ISTEP Language Arts based on A-F Accountability Performance Data
- All Students -- Percent passing ISTEP Math based on A-F Accountability Performance Data
- All Students taking the ISTEP assessment -- % passing ISTEP Math: Number Sense
- 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
- 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:

- 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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, will continue recognizing students every grading period at the ICAN program with a pin and certificate
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Star Reading-test reading level Star Math-tests math level Dibels/TRC-assesses phonemic skills, comprehension, and fluency MClass-mastery of major math components Acuity predicts outcome of ISTEP testing Inview- IQ test IREAD3</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2013-2014 school year