

School Improvement Plan - 2011-2012

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Hagerstown Elementary School (8989)

Nettle Creek School Corp

Hagerstown, 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

Hagerstown Elementary School

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

- Indiana Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide

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

- Kelly Broyles - Community Representative
- Denise Gulley - School Counselor
- Darla Henley - Parent/Guardian
- Paula Keesling - Teacher
- Marla Lieberman - Teacher
- Lynette Stainbrook - Community Representative
- Lora Wilson - Administrator

Strategy Chairs

- Julie Arnold
- Leah Combs
- Denise Gulley
- Debbie Hollenberg
- Tina Limburg
- Belinda Locke
- Bruce Swallow
- Lori Ward
- Lisa Wicker
- Lora Wilson

Community Council

- Amy Crossley - 5th Grade Parent
- Corey Davis - Business
- Sondra Glunt - Preschool Parent
- Amanda Harris - Parent
- Toni Jones - Parent
- Gary Keesling - Board Member
- Joe Klemann - Community
- Alison Senese - 1st Grade Parent
- Josie Seybold - Parent
- Jenni Shilling - 4th Grade 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:

to be instructed by qualified, effective, and motivated educators who respect individual student differences. We believe all students deserve a safe, caring and disciplined environment that encourages open communication and active participation. We believe all students deserve equal learning opportunities which meet their individual learning styles within a broad curriculum. We believe all students deserve to be respected, encouraged, and praised in their efforts to meet high expectations. These ideals comprise the core convictions of the adults invested in the Hagerstown Elementary School community.

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

All parents, educators and community members demonstrate their commitment to education by communicating to EVERY child the expectation to succeed and work together until they have found the path to each student's success. This is accomplished by being willing to try and support a variety of teaching techniques, listening to what students have to say, and respecting students and other adults in the school community. Educators are excited about the learning process and remain current on educational research. Student diversity is expected, accepted and embraced and therefore children are respected for their educational differences. The triad of parents, educators, and community members has high expectations for themselves as well as their students. They model life-long learning for students. Children are held accountable by the adults in their lives taking a proactive stance by closely monitoring student performance by utilizing the many tools that are available to insure student success. Purposeful communication is a priority among the educational triad. Finally, adults look for the many strengths of their students and celebrate them understanding that children are an investment in the future.

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

are enthusiastic learners driven by their intrinsic motivation to succeed. Students will give their best effort to attain success; personal rewards are also earned with their success. They come to all classes with homework completed, materials available and organized. They are ready to actively listen, and are well fed, rested, and healthy. Students are willing to be risk takers and accept the challenge of rigorous tasks. They regularly reflect on mistakes to make improvements, and see the benefit of their hard work. All students respect diversity among their peers and adults. Self-discipline is demonstrated through accepting rules and exemplary citizenship. All students have goals for their future and are led by their curiosity to expand their knowledge of classroom topics and personal interests.

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

- % of students who achieve mastery grade: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in language: 100%
- % of students who are at or above grade level in math: 100%
- % of students who master 3rd grade ISTEP essential skills: 100%
- % of students who master 4th grade ISTEP essential skills: 100%
- % of students who master 5th grade ISTEP essential skills: 100%
- % of students who master 6th grade ISTEP essential skills: 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.

3rd Grade - Achieve mastery on problem solving on the ISTEP+ assessment

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	
	88%		77%	81%		85%		89%		93%		100%

4th Grade - Achieve mastery on problem solving on the ISTEP+ assessment

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	
			86%	90%		94%		98%		100%		100%

5th Grade - Achieve mastery on problem solving on the ISTEP+ assessment

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	
			78%	82%		86%		90%		94%		100%

6th Grade - Achieve mastery on problem solving on the ISTEP+ assessment

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%	81%		85%		89%		93%		100%

All students in grade 1 - Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment

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	
			86%	90%		94%		98%		100%		100%

All students in grade 2 - Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment

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	
			85%	89%		93%		97%		100%		100%

All students in grade K - Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment

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	
			73%	77%		81%		85%		89%		100%

free /reduced lunch students - % passing ISTEP language 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	
			66%	71%		76%		81%		86%		100%

free /reduced lunch students - % passing ISTEP math

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	
			65%	70%		75%		80%		85%		100%

Grade 3 - Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment

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	
			75%	90%		94%		98%		100%		100%

special education - % showing expected growth in math on NWEA

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	
			NA	50%		55%		60%		65%		100%

special education - % showing expected growth in reading on NWEA

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	
			NA	50%		55%		60%		65%		100%

Students in grade 3 - Achieve mastery on non fiction/info text on the ISTEP+ assessment

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	90%		94%		98%		100%		100

Students in grade 4 - Achieve mastery on non fiction/info text on the ISTEP+ assessment

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	87		91		95		99		100

Students in grade 5 - Achieve mastery on non fiction/info text on the ISTEP+ assessment

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	86		90		94		98		100

Students in grade 6 - Achieve mastery on non fiction/info text on the ISTEP+ assessment

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	
			75	79		83		87		91		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... Student behavior impedes student learning.

66% of intermediate students, 60% of students and 65% of faculty agree or strongly agree student behavior makes it hard to work

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

Discipline with Dignity

The discipline committee will attend "Motivating and Managing Hard to Reach, Uninterested and Disruptive Students" in March 2011. They will bring back ideas to address student classroom behavior and then create a school wide "Evidenced Based Discipline Plan"

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement

The Parent Involvement Committee will offer scheduled school wide activities, throughout the school year, to parents and students to increase parental involvement. Parents will be involved in activities on these evenings that equip them with strategies they can use at home to help facilitate continued learning.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training - Parent Involvement

Teachers receive parent involvement training through PD360, an online professional development program. The building principal will provide staff with information regarding the enhancement of communication lines between home and school at the initial teachers' meeting in August.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs: Website with transition to kindergarten information.

A website will be linked to the elementary's webpage that outlines and provides examples of kindergarten readiness skills and an explanation of the kindergarten Indiana Academic Standards prior to the 2011-12 school year. Literature will be distributed during kindergarten round up and flyers will be given to the area preschools to send out with their students.

Impact Level: Low Impact

Focus: Specific

E. Parent Information Resource Center Website

Information regarding PIRC (www.fscp.org) is sent in early fall to all parents via a Principal's Newsletter.

Impact Level: Low Impact

Focus: Specific

F. Encourage Rigorous Curriculum: Teacher collaboration to define the Indiana Academic Standards

Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. This strategy provides an enriched and accelerated curriculum for students. Teachers will work collaboratively from July 2011 to May 2012 to discuss and define the meaning underlying the state standards in terms of specific student skills. Teachers will utilize the IDOE Curriculum Maps for math. Classroom teachers will develop an understanding of the sequence of the K-12 Indiana Academic Standards and the K-12 Common Core Standards and in turn allow for a "ceiling-less" curriculum for students at Hagerstown Elementary. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as needed.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Accelerated Math

This strategy increases the quality in a core academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Teachers in grades 1-6 will implement the Accelerated Math computer program during the 2011-2012 school year. Teachers will be able to differentiate instruction by designating skill levels in math that students will complete, which will then be computer generated to target each student's needs, advance students according to their learning level, as well as monitor the need for remediation by the teacher. Teachers will include the Accelerated Math program into their grade level math curriculum on a regular basis. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Five Minute Math Starter

This strategy increases the quality in a core academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. In order to better focus math instructional time on math applications/concepts, all grades K-6 classrooms will begin the school day (following morning announcements) with a five minute math fact practice. Students will practice math facts that are at their readiness level. Teachers will use classroom assessments to determine the differentiated practice. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Touch Math

This strategy increases the quality in a core academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. K-6 Classroom teachers will provide instruction to all students on how to use Touch Math to assist them in learning their math facts. Professional development will be provided for those teachers who are not familiar with Touch Math. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Hagerstown Elementary School does not hire teachers who do not meet the Highly Qualified requirements. The building principal maintains a binder which includes current teaching licenses, HOUSSSE documents and PRAXIS scores for appropriate staff. In the event that a non-highly qualified teacher exists in the school, notification will be sent to parents of the students involved and the Corporation will apply for a waiver through the IDOE on behalf of the teacher for up to one school year. Any non-highly qualified teacher will be employed on a temporary basis during which time they will participate in professional development opportunities. They will also be paired with a grade level mentor teacher.

Impact Level: Low Impact

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

Hagerstown Elementary does not hire paraprofessionals that do not meet the Highly Qualified requirements. Documentation regarding; associate's degree, 30 hours of college course work and/or passage of the ParaPro assessment, is maintained in the building principal's file for each paraprofessional. Should an individual be selected through the interview process for a paraprofessional position at Hagerstown Elementary and not meet the Highly Qualified requirements, Hagerstown Elementary will pay for one administration of the ParaPro exam.

Impact Level: Low Impact

Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by providing teachers with quality professional development and by positively promoting the district and school to the public. Nettle Creek School Corporation attracts highly qualified teachers by posting job openings with area universities, on the IDOE job bank, in local newspapers and in both the Junior-Senior High and Elementary buildings. Hagerstown Elementary supports the Corporation's efforts in attracting highly qualified teachers by interviewing and hiring only highly qualified applicants, providing new teachers with quality professional development and by positively promoting the district and school to the public.

Impact Level: Low Impact

Focus: General

L. Student Transition: Kindergarten Room Visit/Kindergarten Convention

In order to assist children and parents with the transition from preschool to kindergarten, enrolling kindergarteners and their parents will be given the opportunity to visit one model kindergarten classrooms. While visiting, two kindergarten teachers will perform kindergarten readiness screeners. Incoming kindergarteners will also have their speech and hearing screened along with immunization records assessed. Later in April, "Rookie" Kindergarteners will come to school for a portion of the school day and be paired up with a "Pro" kindergartener. Students will participate in morning classroom activities and then eat lunch at school while parents meet with the building principal, school counselor and administrative assistant.

Impact Level: High Impact - Outside

Focus: Specific

L. Student Transition: Pre school/Head Start/Elementary Teacher Collaboration

In the fall, area pre school teachers will participate along with Hagerstown Elementary kindergarten teachers in a "Teacher Talk". In this workshop the kindergarten teachers will share desired kindergarten readiness skills and the Indiana Kindergarten Academic Standards. The group will discuss strategies to prepare the students for the transition to kindergarten.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

Hagerstown Elementary will send parent login information for ISTEP+ results. We also distribute; NWEA-MAP, Indiana Reading Assessment, Fountas & Pinnell Benchmark assessment reading levels and classroom assessments to appropriate grade-level parents. Some examples of distribution include: Parent/Teacher Conferences, Report Cards, Mailings, Case Conferences, and Parent Portal. We will also include an assessment page on our school website with a description and a timeline of administration for each assessment. All literature will be translated into non-English speaking parents' native language as needed.

Impact Level: High Impact - Outside

Focus: General

Q. School-Parent Involvement Policy

The Parent Involvement Policy will be included in the Parent-Student Handbook and will also be available online at the Hagerstown Elementary website. Teachers will review this policy with parents at their annual orientation night in August. The policy will be reviewed and revised with parental input through committee work and general surveys, annually. The policy will meet the requirements set forth in the IDOE School Parent Involvement Policy Checklist.

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The Superintendent sends a letter, in July, to all Hagerstown Elementary households to inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist.

Impact Level: Low Impact

Focus: General

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

If/When a classroom is taught by a non-qualified teacher for more than four weeks, the building principal will send a letter to the parent/guardians of those students involved. This letter states that their son/daughter is being instructed by a "non-qualified" teacher.

Impact Level: Low Impact

Focus: Specific

S. School-Parent Compact

At the beginning of each school year during the annual orientation meeting for each grade level, the classroom teacher will review the school-parent compact with their student's parents. Parents will each sign a compact that will then be kept on file with the classroom teacher. The school will annually review/revise the School-Parent Compact that includes all components described on the DOE School-Parent Compact Checklist.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Title I staff will hold multiple parent meetings throughout the school year at flexible times for all parents to be informed of the schools participation in and requirements of Title I, Part A programs and their ability to be involved in those programs. Documentation of this meeting will be kept on file with the building principal which will include a meeting agenda and a sign in sheet.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Math Interventionist for Special Education and Free/Reduced Lunch Students

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. This strategy will a) help all children meet proficient and advanced levels of student academic achievement, or b) serve under-served populations including low-achieving students, and/or c) serve those not meeting state standards. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed needs assessment data that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. A math interventionist will be hired for the 2011-12 school year. The interventionist will use the "Do the Math" program by Marilyn Burns to provide identified students with an additional 30 minutes of math instruction two to three times per week. In addition, individuals in the focused student groups of special education and F/R lunch will be identified by their ISTEP and NWEA results for services. This group of students will receive tier 2 instruction from the math interventionist for a minimum of 3 times a week for 30 minutes in each session. The math interventionist will utilize but not be limited to the following programs: Accelerated Math, Skills Tutor, Marcy Cook, and Math Exemplars. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Needs assessment data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Math Interventionist

A math interventionist will be hired for the 2011-12 school year. The Math interventionist will use the "Do the Math" program by Marilyn Burns. This will increase the amount of learning time for students having difficulty mastering proficient levels of academic achievement with an additional 30 minutes of math instruction two to three times per week. In addition, individuals in the focused student groups of special education and F/R lunch will be identified by their ISTEP and NWEA results for services. This group of students will receive an additional increase in the amount of learning time with tier 2 instruction from the math interventionist for a minimum of 3 times a week for 30 minutes in each session. The math interventionist will utilize but not be limited to the following programs: Accelerated Math, Skills Tutor, Marcy Cook, and Math Exemplars. As part of this strategy we will provide thematic, integrated instruction designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan: 6th Grade Graduation Plan

Each year, all 6th grade students will meet with the elementary guidance counselor update their graduation plan, which includes the following: --a statement of the student's intent to graduate from high school --a statement of acknowledgment of the importance of good citizenship, school attendance and diligent study habits. In early fall, students learn about the the different Core 40 options for high school graduation. In January, students will identify their resolution/goals for career planning. In February sixth graders participate in a two week "Indiana Drive for Your Life". The month of February ends with sixth graders and their parents participating in an all day "Reality Store". The completed graduation plan is part of the students permanent school record.

Impact Level: Low Impact

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

A. Parent Involvement

% of parents to participate in Parent Programs

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	25%		50%	

% of parents who attend Title I Literacy/Math nights

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
9%	25%		50%	

F. Encourage Rigorous Curriculum: Teacher collaboration to define the Indiana Academic Standards

% of Teachers who show that they have developed an understanding of the state standards.

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	

% of teachers who use the form from the Department of Education's suggested timeline of instruction of the state standards.

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	

% of teacher who teach the Indiana Academic Standards

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70%	100%		100%	

I. Focused Academic Area: Accelerated Math

% of teachers who use Accelerated Math

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
54%	100%		100%	

I. Focused Academic Area: Five Minute Math Starter

% of teachers who implement 5 Minute Math Starter activities after morning announcements

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%	

I. Focused Academic Area: Touch Math

% of teachers who have implemented touch math into their instruction

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	50%		70%	

U. Focused Student Group: Math Interventionist for Special Education and Free/Reduced Lunch Students

The number of 30 minute sessions that the math interventionist provides for the free/reduced student group

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
10 sess.	30 sess.		30 sess.	

The number of 30 minute sessions that the math interventionist provides for the special education students

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
10 sess	30 sess		30 sess	

W. Timely Additional Assistance: Math Interventionist

The number of math intervention sessions that the math interventionist provides for the identified students

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
10 sess	30 sess		30 sess	

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.

Discipline with Dignity

Sep 16, 2011: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Sep 20, 2011: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Sep 20, 2011: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Oct 16, 2011: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Oct 20, 2011: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Oct 20, 2011: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Nov 16, 2011: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Nov 20, 2011: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Nov 20, 2011: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Dec 16, 2011: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Dec 20, 2011: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Dec 20, 2011: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Jan 16, 2012: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Jan 20, 2012: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Jan 20, 2012: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Feb 16, 2012: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Feb 20, 2012: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Feb 20, 2012: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Mar 16, 2012: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Mar 20, 2012: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Mar 20, 2012: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Apr 16, 2012: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

Apr 20, 2012: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

Apr 20, 2012: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

May 16, 2012: Teachers will collect data on time spent on discipline issues that interferes with instructional time **Person:** Tina Limburg/classroom teachers

May 20, 2012: Discipline reports generated on a monthly basis to identify specific classroom behavior issues **Person:** Tina Limburg

May 20, 2012: Monthly task force meetings to analyze data and determine strategies to improve student classroom behavior **Person:** Tina Limburg

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teacher who teach the Indiana Academic Standards **Person:** Julie Arnold

Apr 1, 2011: Collect baseline data: % of Teachers who show that they have developed an understanding of the state standards. **Person:** Julie Arnold

Apr 1, 2011: Collect baseline data: % of teachers who use the form from the Department of Education's suggested timeline of instruction of the state standards. **Person:** Julie Arnold

May 5, 2011: Indiana Academic Standards Timeline Training **Person:** Julie Arnold

Jun 25, 2011: Teachers will print out the DOE's suggested timeline in preparation of their first summer grade level meeting. **Person:** K-6 teachers

Aug 12, 2011: Teachers will collaborate for a half day to review the suggested timeline for the 1st 9 weeks. Teachers will begin unpacking those standards. **Person:** K-6 teachers

Oct 3, 2011: Six weeks into the new 9 weeks, teachers will collaborate to review the standards that were covered thus far, and to prepare for the following 9 weeks. Teachers will update their timelines accordingly. **Person:** K-6 teachers

Nov 30, 2011: Collect fall data: % of teacher who teach the Indiana Academic Standards **Person:** Julie Arnold

Nov 30, 2011: Collect fall data: % of Teachers who show that they have developed an understanding of the state standards. **Person:** Julie Arnold

Nov 30, 2011: Collect fall data: % of teachers who use the form from the Department of Education's suggested timeline of instruction of the state standards. **Person:** Julie Arnold

Dec 5, 2011: Six weeks into the new 9 weeks, teachers will collaborate to review the standards that were covered thus far, and to prepare for the following 9 weeks. Teachers will update their timelines accordingly. **Person:** K-6 teachers

Feb 6, 2012: Six weeks into the new 9 weeks, teachers will collaborate to review the standards that were covered thus far, and to prepare for the following 9 weeks. Teachers will update their timelines accordingly. **Person:** K-6 teachers

Apr 9, 2012: Six weeks into the new 9 weeks, teachers will collaborate to review the standards that were covered thus far, and to prepare for the following 9 weeks. Teachers will update their timelines accordingly. **Person:** K-6 teachers

Jun 30, 2012: Collect spring data: % of teacher who teach the Indiana Academic Standards **Person:** Julie Arnold

Jun 30, 2012: Collect spring data: % of Teachers who show that they have developed an understanding of the state standards. **Person:** Julie Arnold

Jun 30, 2012: Collect spring data: % of teachers who use the form from the Department of Education's suggested timeline of instruction of the state standards. **Person:** Julie Arnold

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of teachers who have implemented touch math into their instruction **Person:** Debbie Hollenberg

Apr 1, 2011: Collect baseline data: % of teachers who implement 5 Minute Math Starter activities after morning announcements **Person:** Debbie Hollenberg

Apr 1, 2011: Collect baseline data: % of teachers who use Accelerated Math **Person:** Debbie Hollenberg

Aug 18, 2011: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Aug 20, 2011: Math Interventionist Training (ongoing) **Person:** Lora Wilson

Sep 1, 2011: Accelerated Math Training **Person:** Debbie Hollenberg

Sep 1, 2011: Professional Development on Touch Math **Person:** Debbie Hollenberg

Sep 1, 2011: Teacher Training via Math Interventionist (ongoing) **Person:** Lora Wilson

Sep 5, 2011: Instruction of staff in the use of Touch Math **Person:** Debbie Hollenberg

Sep 15, 2011: Analyze data from Accelerated Math program and group students for instruction. **Person:** Debbie Hollenberg

Sep 18, 2011: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Oct 18, 2011: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Nov 18, 2011: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Nov 30, 2011: Collect fall data: % of teachers who have implemented touch math into their instruction **Person:** Debbie Hollenberg

Nov 30, 2011: Collect fall data: % of teachers who implement 5 Minute Math Starter activities after morning announcements **Person:** Debbie Hollenberg

Nov 30, 2011: Collect fall data: % of teachers who use Accelerated Math **Person:** Debbie Hollenberg

Dec 18, 2011: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Jan 18, 2012: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Feb 18, 2012: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Mar 18, 2012: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Apr 18, 2012: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

May 18, 2012: Teachers will implement math fact practice for five minutes daily after the announcements (not to be confused with timed tests) **Person:** Classroom Teachers

Jun 30, 2012: Collect spring data: % of teachers who have implemented touch math into their instruction **Person:** Debbie Hollenberg

Jun 30, 2012: Collect spring data: % of teachers who implement 5 Minute Math Starter activities after morning announcements **Person:** Debbie Hollenberg

Jun 30, 2012: Collect spring data: % of teachers who use Accelerated Math **Person:** Debbie Hollenberg

Focused Student Group

Apr 1, 2011: Collect baseline data: The number of 30 minute sessions that the math interventionist provides for the free/reduced student group **Person:** Belinda Locke

Apr 1, 2011: Collect baseline data: The number of 30 minute sessions that the math interventionist provides for the special education students **Person:** Belinda Locke

Jun 1, 2011: Identify students based on ISTEP and NWEA results. **Person:** Belinda Locke/Lisa Wicker/Norene Schlotterbeck

Aug 1, 2011: Excel Spread Sheet to log Math Interventionist minutes **Person:** Belinda Locke

Sep 1, 2011: Notify parents that their child will be provided extra instruction in math by a math interventionist **Person:** Belinda Locke

Sep 1, 2011: Obtain Marcy Cook materials **Person:** Carol Fannin/Debbie Ballenger/Cindy Linder

Sep 10, 2011: Create a schedule for the math interventionist to work with the identified students and provide the schedule for the classroom teachers **Person:** Lisa Wicker/Belinda Locke

Oct 1, 2011: Provide training in Skills Tutor **Person:** Kevin Neal/Brooke Slagle

Nov 1, 2011: Accelerated Math Training **Person:** Julie Gose/Kathy Purnell

Nov 30, 2011: Collect fall data: The number of 30 minute sessions that the math interventionist provides for the free/reduced student group **Person:** Belinda Locke

Nov 30, 2011: Collect fall data: The number of 30 minute sessions that the math interventionist provides for the special education students **Person:** Belinda Locke

Jun 1, 2012: Do the Math Training **Person:** Belinda Locke/Lisa Wicker

Jun 1, 2012: Obtain information about Math Exemplars **Person:** Belinda Locke/Lisa Wicker

Jun 30, 2012: Collect spring data: The number of 30 minute sessions that the math interventionist provides for the free/reduced student group **Person:** Belinda Locke

Jun 30, 2012: Collect spring data: The number of 30 minute sessions that the math interventionist provides for the special education students **Person:** Belinda Locke

Graduation Plan

Oct 19, 2011: Sixth grade intro to core 40 student meeting **Person:** Denise Gulley

Nov 8, 2011: Graduation plans with parents and students **Person:** Denise Gulley

Jan 8, 2012: Career pursuits/ Drive of Your Life **Person:** Denise Gulley

Feb 15, 2012: Continue Drive of Your Life program **Person:** Denise Gulley

May 14, 2012: Sixth Grade students visit the Jr/Sr High **Person:** Denise Gulley

May 20, 2012: Twenty-First Scholar's Pledge **Person:** Denise Gulley

Jun 1, 2012: Graduation plans are placed in student cum files **Person:** Denise Gulley

Outreach to Preschool Parent Involvement Programs

Jun 10, 2011: Develop a link for parents to DOE and Kindergarten Readiness Skills **Person:** Computer Person

Jun 10, 2011: Kindergarten Teachers collaborate and provide resources for parents to access on link **Person:** Kindergarten Teachers

Apr 15, 2012: Kindergarten Teachers will provide a handout for parents at K round-up that explains the website and the links **Person:** Kindergarten Teachers

Apr 30, 2012: Provide a letter explaining to parents how to access the web site and links **Person:** Administrative Assistant

May 1, 2012: Handouts will be provided to the area pre-schools explaining the school website and the links that they can utilize to help prepare their child for K **Person:** Kindergarten Teachers

Parent Involvement

Apr 1, 2011: Collect baseline data: % of parents to participate in Parent Programs **Person:** Bruce Swallow
Apr 1, 2011: Collect baseline data: % of parents who attend Title I Literacy/Math nights **Person:** Bruce Swallow
Aug 30, 2011: Meet the Teacher Night :â€ During the fall, hold a Meet the Teacher Night at a convenient time to inform parents about requirements, parentsâ right to be involved, parentsâ right to know about teacher qualifications, the schoolwide plan/ school impro **Person:** Classroom Teacher/Parent
Oct 22, 2011: PTO Carnival: Send out informational flyer; assign individuals to committes; obtain community sponserships; use of the One Call to send second reminder of this event. **Person:** PTO President
Oct 25, 2011: Parent Teacher Conference: â€ Set up times for parent teacher conference. Create student portfolios (paper and/or electronic folders) with student work samples, assessment results, and graphs of progress. Have students share portfolios during student I **Person:** Classroom Teacher/Parent
Nov 15, 2011: Reading Night **Person:** Amy Combs, Brook Murray and Reading Recovery
Nov 30, 2011: Collect fall data: % of parents to participate in Parent Programs **Person:** Bruce Swallow
Nov 30, 2011: Collect fall data: % of parents who attend Title I Literacy/Math nights **Person:** Bruce Swallow
Dec 6, 2011: Math Night **Person:** Nicki Schular and Kevin Neal
Dec 8, 2011: Musicals/Programs **Person:** Lindsey Miller
Jan 20, 2012: Donuts for Dads **Person:** Bruce Nicholson and Cory Davis
Feb 21, 2012: Bingo for Books **Person:** Amy Combs and Kevin Neal
Apr 9, 2012: PTO Book Fair **Person:** PTO and Brook Murray
May 5, 2012: Art Show / Multi-age Fair **Person:** Amy Combs/Amber Lear/Erin Doerstler
May 11, 2012: Muffins for Mom **Person:** Darla Henley
May 15, 2012: Field Day **Person:** Chad Romack
Jun 30, 2012: Collect spring data: % of parents to participate in Parent Programs **Person:** Bruce Swallow
Jun 30, 2012: Collect spring data: % of parents who attend Title I Literacy/Math nights **Person:** Bruce Swallow

Student Transition

May 30, 2011: Home learning packets will be available for preschool families to help make parents aware of the expectations in Kindergarten. **Person:** Kindergarten Teachers/ Reading Recovery
Aug 15, 2011: Survey teachers and parents to determine if they feel incoming students are appropriately prepared. **Person:** Leah Combs
Aug 20, 2011: Kindergarten teachers will invite Pre-school teachers to their K orientation meeting and provide them with the same materials that are provided for K parents. **Person:** Kindergarten Teachers
Sep 30, 2011: Kindergarten teachers will provide lunch for the preschool teachers attending the teacher talk. **Person:** Kindergarten Teachers
Sep 30, 2011: Materials provided to preschool teachers to help them understand the expectations for children transitioning into Kindergarten. **Person:** Preschool Teachers/Kindergarten Teachers
Sep 30, 2011: Survey given to Preschool teachers to find out what areas they will need additional support . **Person:** Kindergarten Teachers
Oct 20, 2011: If desired, Kindergarten Teachers will visit area pre-schools and provide ideas to help children make an easy transition to kindergarten. **Person:** Kindergarten Teachers
Dec 1, 2011: Survey preschool and headstart teachers to see if the information shared helps them to better prepare students for kindergarden **Person:** Leah Combs
Apr 30, 2012: Evaluate speech/hearing in order to start services earlier in the year for children **Person:** Speech Teacher
Apr 30, 2012: Immunization Records assessed **Person:** School Nurse
Apr 30, 2012: Principal will meet with Kindergarten Parents making them familiar with School Policies, and making them feel comfortable in the school. This meeting will occur during the preschool visit to the classrooms. **Person:** Principal/ Guidance
Apr 30, 2012: Rediness Skills will be assessed in order to prepare curriculum in August to meet the needs of incoming students **Person:** Kindergarten Teachers
May 30, 2012: Preschool children will visit Kindergarten classrooms in the Spring, in order to make the transition to Kindergarten smoother. **Person:** Kindergarten Teachers
Sep 30, 2012: Preschool-Kindergarten teacher collaboration to set expectations for children ready to come to Kindergarten. This will be done in order to make the transition from preschool to Kindergarten smooth. **Person:** Preschool Teachers/ Kindergarten Teachers

Timely Additional Assistance

Apr 1, 2011: Collect baseline data: The number of math intervention sessions that the math interventionist provides for the identified students **Person:**

Jun 1, 2011: Establish a school assessment plan to identify students are not mastering math ISTEP and/or NWEA math scores.

Person: Belinda Locke, Lisa Wicker, Norene Schlotterbeck

Jun 1, 2011: Identify students based on ISTEP and NWEA results. **Person:** Belinda Locke/Lisa Wicker/Norene Schlotterbeck

Aug 1, 2011: Establish recording system to keep track of minutes each student spends with interventionist. **Person:** Belinda Locke and Lisa Wicker

Sep 1, 2011: Marcy Cook Training for the Math Interventionist **Person:** Carol Fannin, Cindy Linder, Debbie Ballenger

Sep 1, 2011: Notify parents that their child will be provided extra instruction in math by a math interventionist **Person:** Belinda Locke

Sep 1, 2011: Provide/obtain Marcy Cook materials and training for the math interventionist **Person:** Carol Fannin, Cindy Linder, Debbie Ballenger

Sep 10, 2011: Create a schedule for the math interventionist to work with the identified students and provide the schedule for the classroom teachers **Person:** Lisa Wicker/Belinda Locke

Oct 1, 2011: Skills Tutor training **Person:** Kevin Neal and Brooke Slagle

Nov 1, 2011: Accelerated Math Training **Person:** Julie Gose and Kathy Purnell

Nov 30, 2011: Collect fall data: The number of math intervention sessions that the math interventionist provides for the identified students **Person:**

Jun 1, 2012: "Do the Math" training **Person:** Belinda Locke and Lisa Wicker

Jun 1, 2012: Obtain information on math exemplars **Person:** Belinda Locke and Lisa Wicker

Jun 30, 2012: Collect spring data: The number of math intervention sessions that the math interventionist provides for the identified students **Person:**

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.

Discipline with Dignity

No professional development is needed for this strategy.

A. Parent Involvement

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs: Website with transition to kindergarten information.

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Teacher collaboration to define the Indiana Academic Standards

Indiana Academic Standards Timeline Training

Brief Description: Teachers will attend a training session in which they will be introduced to the DOE's suggested timeline for the teaching of the academic standards.

Intended Participants: Teachers, Administrators

Date: May 5, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Accelerated Math

Accelerated Math Training

Brief Description: Teachers will be trained on how to analyze the data provided by the Accelerated Math program. The analysis of the data will allow for student groupings based on mastery, review, or in need of direct teacher instruction.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Math Interventionist Training (ongoing)

Brief Description: Math Interventionist will attend training workshops outside of school as they become available.

Intended Participants: Other

Date: Aug 20, 2011

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Teacher Training via Math Interventionist (ongoing)

Brief Description: The Math Interventionist will share activities learned at outside workshops with teachers during faculty meetings and/or grade level meetings.

Intended Participants: Teachers

Date: Sep 1, 2011

Activity Purpose: Skill Building, Feedback/Support, Refinement

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

Funding: NA

Does this activity occur during the school day? Yes

I. Focused Academic Area: Five Minute Math Starter

No professional development is needed for this strategy.

I. Focused Academic Area: Touch Math

Instruction of staff in the use of Touch Math

Brief Description: Teachers will receive instruction of the use of Touch Math at a teacher's meeting

Intended Participants: Teachers

Date: Sep 5, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? No

Professional Development on Touch Math

Brief Description: Teachers will receive instruction of the use of Touch Math at a teacher's meeting

Intended Participants: Teachers

Date: Sep 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? No

L. Student Transition: Kindergarten Room Visit/Kindergarten Convention

No professional development is needed for this strategy.

L. Student Transition: Pre school/Head Start/Elementary Teacher Collaboration

No professional development is needed for this strategy.

U. Focused Student Group: Math Interventionist for Special Education and Free/Reduced Lunch Students

Accelerated Math Training

Brief Description: A teacher experienced in Accelerated Math will provide training to the interventionist.

Intended Participants: Other

Date: Nov 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

Do the Math Training

Brief Description: The Math interventionist will participate in the Do the Math Training.

Intended Participants: Other

Date: Jun 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title 1-Basic Grant

Does this activity occur during the school day? Yes

Obtain information about Math Exemplars

Brief Description: A teacher trained in the area of Math Exemplars will explain how to use them.

Intended Participants: Other

Date: Jun 1, 2012

Activity Purpose: Information

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

Provide training in Skills Tutor

Brief Description: An experienced staff member will train the interventionist in the area of Skills Tutor.

Intended Participants: Other

Date: Oct 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

W. Timely Additional Assistance: Math Interventionist

"Do the Math" training

Brief Description: Provide ongoing professional development for interventionist to learn how to develop effective interventions using the "Do the Math" program.

Intended Participants: Other

Date: Jun 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title I Basic Grant

Does this activity occur during the school day? Yes

Accelerated Math Training

Brief Description: A teacher experienced in Accelerated Math will provide training to the math interventionist on how to use the program. Accelerated Math is a computer assisted instructional program that provides computer based lessons and quizzes.

Intended Participants: Other

Date: Nov 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

Marcy Cook Training for the Math Interventionist

Brief Description: Provide ongoing training and materials for math interventionist to learn how to utilize the resources from Marcy Cook.

Intended Participants: Other

Date: Sep 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: Title I Basic Grant

Does this activity occur during the school day? Yes

Obtain information on math exemplars

Brief Description: Train interventionist on how to provide differentiated instruction based on student need using the math exemplars.

Intended Participants:

Date: Jun 1, 2012

Activity Purpose: Information

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

Skills Tutor training

Brief Description: A teacher experienced in Skills Tutor will provide training to the interventionist on how to use the program. Skills Tutor is a computer assisted instructional program.

Intended Participants: Other

Date: Oct 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

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... Student behavior impedes student learning.

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- Discipline with Dignity
- L. Student Transition: Pre school/Head Start/Elementary Teacher Collaboration

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- A. Parent Involvement
- M. Parent Notice - Assessment Results
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Website with transition to kindergarten information.
- L. Student Transition: Kindergarten Room Visit/Kindergarten Convention
- L. Student Transition: Pre school/Head Start/Elementary Teacher Collaboration

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts

- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Teacher collaboration to define the Indiana Academic Standards

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- free /reduced lunch students -- % passing ISTEP math
- special education -- % showing expected growth in math on NWEA

Strategies to Impact This Concern:

- I. Focused Academic Area: Touch Math
- I. Focused Academic Area: Accelerated Math
- I. Focused Academic Area: Five Minute Math Starter
- U. Focused Student Group: Math Interventionist for Special Education and Free/Reduced Lunch Students
- W. Timely Additional Assistance: Math Interventionist

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA

- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- X. Graduation Plan: 6th Grade Graduation Plan
- L. Student Transition: Pre school/Head Start/Elementary Teacher Collaboration
- L. Student Transition: Kindergarten Room Visit/Kindergarten Convention

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment

- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA

- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- special education -- % showing expected growth in math on NWEA
- special education -- % showing expected growth in reading on NWEA

Strategies to Impact This Concern:

- U. Focused Student Group: Math Interventionist for Special Education and Free/Reduced Lunch Students

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 5th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade 2 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- All students in grade K -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- free /reduced lunch students -- % passing ISTEP language arts
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read at grade level as indicated by the Fountas and Pinnell End-of-the-Year Benchmark Assessment
- Students in grade 3 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 4 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 5 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- U. Focused Student Group: Math Interventionist for Special Education and Free/Reduced Lunch Students
- W. Timely Additional Assistance: Math Interventionist

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- Students in grade 6 -- Achieve mastery on non fiction/info text on the ISTEP+ assessment

Strategies to Impact This Concern:

- X. Graduation Plan: 6th Grade Graduation Plan

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?	Central 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, Perfect Attendance Awards and attendance notification letters
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>NWEA-MAP; Computer generated, adjustable test in Reading, Math and Language. Provides a RIT score for students achievement.</p> <p>Fountas-Pinnell Benchmark; Measures a student's reading level</p> <p>Indiana Reading Assessment; Measures a student's reading level</p> <p>STAR Reader;</p> <p>Running Records;</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>-- InSAI Expectations Assessment</p> <p>-- InSAI Curriculum Assessment</p> <p>-- InSAI Instruction Assessment</p> <p>-- InSAI Classroom Assessment Assessment</p> <p>-- InSAI Extra Help Assessment</p> <p>-- InSAI Guidance Assessment</p> <p>-- InSAI Environment Assessment</p>
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We are currently a TAS Title I school. We are hoping to expand programs for reading and math with the School Wide status.

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