

# School Improvement Plan - 2012-2013

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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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 11
- Strategies . . . . . 13
- Strategy Data . . . . . 18
- To-Do List . . . . . 22
- Professional Development Summary . . . . . 27
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 30
- Force Field Excerpt . . . . . 39
- Continuous Improvement Timeline . . . . . 40

# 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

- Mary Barnett - Teacher
- Kelly Broyles - Community Representative
- Denise Gulley - School Counselor
- Darla Henley - Parent/Guardian
- Marla Lieberman - Teacher
- Peggy Muller - Teacher
- Lynette Stainbrook - Community Representative
- Lora Wilson - Administrator

## Strategy Chairs

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

## Community Council

- Amy Crossley - 5th Grade Parent / Community Agency
- Corey Davis - Business
- Sondra Glunt - Preschool Parent
- Amanda Harris - Parent
- Toni Jones - Parent / Business
- 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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	77%		92%	93%		94%		95%		96%		100%

## 3rd grade free /reduced lunch students - % passing ISTEP language arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67		79	82		85		88		91		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	86%		77	80%		83%		86%		89%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78%		88	90%		92%		94%		96%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	77%		78	81%		84%		87%		90%		100%

**All students in grade 1 - Read on grade level.**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	86%	90%	92%	95%		98%		100%		100%		100%

**All students in grade 2 - Read on grade level.**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	85%	89%	80%	93%		97%		100%		100%		100%

**All students in grade K - Read on grade level.**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73%	77%	98%	98%		99%		100%		100%		100%

**Female students - Percent passing ISTEP+ Math**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					77%	85%		90%		95%		100



**free /reduced lunch students - % passing ISTEP math**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	65%		77	80%		83%		86%		89%		100%

**Grade 3 - Read on grade level.**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75%	90%	83%	94%		98%		100%		100%		100%

**special education - % showing expected growth in math on NWEA**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	50%	56.3%	55%		60%		65%		70%		100%

**special education - % showing expected growth in reading on NWEA**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	50%	56.2%	55%		60%		65%		70%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	82		83	85%		87%		89%		91%		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83		81	83		85		87		89		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	82		76	78		80		82		84		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75		79	81		83		85		87		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

**We are concerned that... Girls need extra time/ extra help in math, science and social studies in the upper elementary grades.**

ISTEP data in 4th, 5th, and 6th grades in math, science and social studies.

## 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**

**G. Attendance**

**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

### School Wide Discipline

During the monthly teachers meetings, the Hagerstown Elementary staff will discuss the CHAMPS book by Randy Sprick. Strategies learned from the staff-wide book study will be implemented in classrooms throughout the building to create consistency.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

### A. Parent Involvement

The Parent Involvement Committee will offer scheduled school wide activities in the evenings throughout the school year to parents and students. Parent activities presented will equip them with strategies they can use at home to help facilitate continued learning.

**Impact Level:** High Impact - Outside

**Focus:** General

### A. Parent Involvement: Connection Newsletters

Connection Newsletters will be sent weekly to all parents through Friday folders. Newsletters will cover; math & science, reading, ideas for working together for school success. These newsletters are purchased from Resources for Educators as a subscription. They provide excellent information and activities parents can do at home with their children.

**Impact Level:** Low Impact

**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:** High Impact - Outside

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs: Connections Newsletter

Once a month, Hagerstown Elementary will provide an "Early Years" newsletter produced by Resources for Educators to the area pre-schools to send home with their students. The newsletter will include school readiness ideas and activities for parents.

**Impact Level:** High Impact - Outside

**Focus:** General

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

The school links a website to the Hagerstown Elementary School webpage that outlines and provides examples of kindergarten readiness skills and an explanation of the kindergarten Indiana Academic Standards. 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:** General

### **E. Parent Information Resource Center Website**

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

**Impact Level:** Low Impact

**Focus:** General

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

This strategy provides an enriched and accelerated curriculum for students. Teachers will work collaboratively from August to May to discuss and define the meaning underlying the Common Core standards in terms of specific student skills. Teachers will utilize the IDOE Curriculum Maps for English/language arts. Classroom teachers will develop an understanding of the sequence of 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:** Specific

### **G. Attendance**

The school will implement and enforce the school attendance policies on a daily basis. We provide Fazoli coupons for students with perfect attendance each nine weeks along with a t-shirt at the end of the school year that states; "School is Cool" from the Countywide Partnership for Youth for those students with perfect attendance all year.

**Impact Level:** High Impact - Inside

**Focus:** General

### **I. Focused Academic Area: Accelerated Math**

This strategy increases the quality in math 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 throughout the school year. The Accelerated Math program will allow teachers 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:** Specific

## **I. Focused Academic Area: Five Minute Math Starter**

This strategy increases the quality in math 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. 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. 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 math 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:** High Impact - Inside

**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 classroom. While visiting, two kindergarten teachers will perform kindergarten readiness screenings. Incoming kindergarteners will also have their speech and hearing screened and their immunizations record assessed. 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:** General

#### **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:** General

#### **M. Parent Notice - Assessment Results**

Hagerstown Elementary will send parent login information for ISTEP+ results. The school will 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:** Low Impact

**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**

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:** General



## **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: Identified Students work with Math Interventionist**

This strategy addresses the needs of free/reduced lunch students, special needs students, and female students 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. The math 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, students in the focused student groups of special education and free/reduced lunch will be identified by their ISTEP and NWEA results for services. The math interventionist will provide this group of students tier 2 math instruction 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. The math interventionist will be a certified teacher working full-time.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **W. Timely Additional Assistance: Math Interventionist**

The math interventionist will use the "Do the Math" program by Marilyn Burns. The interventionist will provide an additional 30 minutes of math instruction two to three times per week to students having difficulty mastering proficient levels of academic achievement in math. 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:** High Impact - Inside

**Focus:** General

## Strategy Data

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

## Local Strategies

### School Wide Discipline

Time spent due to interruptions to instruction because of behavior

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Percent of teachers reporting that they are utilizing the strategies from CHAMPS

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

## Required Strategies

### A. Parent Involvement

% of parents to participate in Parent Programs

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of parents who attend Title I Literacy/Math nights

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

% of teacher who teach the Indiana Academic Standards

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Accelerated Math**

% of teachers who use Accelerated Math

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Five Minute Math Starter**

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Touch Math**

% of teachers who have implemented touch math into their instruction

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**U. Focused Student Group: Identified Students work with Math Interventionist**

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**W. Timely Additional Assistance: Math Interventionist**

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

## To-Do List

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

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

## Attendance

**Apr 1, 2012:** Collect baseline data: Percentage of days in attendance **Person:** Denise Gulley  
**Oct 5, 2012:** Check % of days in attendance at the end of each nine weeks. **Person:** Denise Gulley  
**Oct 5, 2012:** Provide Fazoli certificates each nine weeks to those with perfect attendance **Person:** Denise Gulley  
**Oct 5, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Oct 12, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Oct 19, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Oct 26, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Nov 2, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Nov 9, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Nov 16, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Nov 23, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Nov 30, 2012:** Collect fall data: Percentage of days in attendance **Person:** Denise Gulley  
**Nov 30, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Dec 7, 2012:** Check % of days in attendance at the end of each nine weeks. **Person:** Denise Gulley  
**Dec 7, 2012:** Provide Fazoli certificates each nine weeks to those with perfect attendance **Person:** Denise Gulley  
**Dec 7, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Dec 14, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Dec 21, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Dec 28, 2012:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Jan 4, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Jan 11, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Jan 18, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Jan 25, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Feb 1, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Feb 8, 2013:** Check % of days in attendance at the end of each nine weeks. **Person:** Denise Gulley  
**Feb 8, 2013:** Provide Fazoli certificates each nine weeks to those with perfect attendance **Person:** Denise Gulley  
**Feb 8, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Feb 15, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Feb 22, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Mar 1, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Mar 8, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Mar 15, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Mar 22, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Mar 29, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Apr 5, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Apr 12, 2013:** Check % of days in attendance at the end of each nine weeks. **Person:** Denise Gulley  
**Apr 12, 2013:** Provide Fazoli certificates each nine weeks to those with perfect attendance **Person:** Denise Gulley  
**Apr 12, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Apr 19, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**Apr 26, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**May 3, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**May 10, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**May 17, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley  
**May 24, 2013:** Send out 7 day and 10 day letters. **Person:** Denise Gulley

**May 25, 2013:** Award t-shirts to those students with perfect attendance for the entire year **Person:** Denise Gulley

**Jun 30, 2013:** Collect spring data: Percentage of days in attendance **Person:** Denise Gulley

## **Educator Training - Parent Involvement**

**Aug 2, 2012:** View Professional Development videos via PD360 **Person:** Lora Wilson

## **Encourage Rigorous Curriculum**

**Aug 20, 2012:** Teachers will be provided a substitute for a half day each nine weeks to unpack the English/Language Arts standards **Person:** grade level teams

**Nov 30, 2012:** Collect fall data: % of teacher who teach the Indiana Academic Standards **Person:**

**Nov 30, 2012:** Collect fall data: % of Teachers who show that they have developed an understanding of the state standards. **Person:**

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

**Jun 30, 2013:** Collect spring data: % of teacher who teach the Indiana Academic Standards **Person:**

**Jun 30, 2013:** Collect spring data: % of Teachers who show that they have developed an understanding of the state standards. **Person:**

**Jun 30, 2013:** Collect spring data: % of teachers who use the form from the Department of Education's suggested timeline of instruction of the state standards. **Person:**

## **Focused Academic Area**

**Aug 2, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Aug 3, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Aug 7, 2012:** Training for Accelerated Math **Person:** Grade Level Representative

**Aug 9, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Aug 10, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Aug 10, 2012:** Touch Math PD - as needed **Person:** Debbie Hollenberg

**Aug 16, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Aug 17, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Aug 23, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Aug 24, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Aug 30, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Aug 31, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Sep 6, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Sep 7, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Sep 13, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Sep 14, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Sep 20, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Sep 21, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Sep 27, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Sep 28, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Oct 4, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Oct 5, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Oct 11, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Oct 12, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Oct 18, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Oct 19, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Oct 25, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Oct 26, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Nov 1, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Nov 2, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Nov 8, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Nov 9, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Nov 15, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg

**Nov 16, 2012:** Include Accelerated Math into grade level curriculum **Person:** Debbie Hollenberg

**Nov 22, 2012:** Five minutes of math fact practice every day after announcements **Person:** Debbie Hollenberg





**Jun 30, 2013:** Collect spring data: % of teachers who use Accelerated Math **Person:** Debbie Hollenberg

## Focused Student Group

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

**Nov 30, 2012:** Collect fall data: The number of 30 minute sessions that the math interventionist provides for the special education students **Person:**

**Jun 30, 2013:** Collect spring data: The number of 30 minute sessions that the math interventionist provides for the free/reduced student group **Person:**

**Jun 30, 2013:** Collect spring data: The number of 30 minute sessions that the math interventionist provides for the special education students **Person:**

## Outreach to Preschool Parent Involvement Programs

**Aug 3, 2012:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Sep 7, 2012:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Oct 5, 2012:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Nov 2, 2012:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Dec 7, 2012:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Jan 4, 2013:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Feb 1, 2013:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Mar 1, 2013:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**Mar 30, 2013:** Information will be provided to technology department to put on website prior to kindergarten round up. **Person:** Leah Combs

**Apr 5, 2013:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

**May 3, 2013:** Copy and take Connections Newsletters to area Pre Schools **Person:** Lora Wilson

## Parent Involvement

**Aug 3, 2012:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Sep 7, 2012:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Sep 30, 2012:** Literacy Night **Person:** Bruce Swallow

**Oct 1, 2012:** Literacy Night Evaluation **Person:** Bruce Swallow

**Oct 5, 2012:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Oct 30, 2012:** Collect fall data: % of parents who attend Title I Literacy/Math nights **Person:** Bruce Swallow

**Nov 2, 2012:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Nov 30, 2012:** Parent Night **Person:** Bruce Swallow

**Dec 1, 2012:** Parent Night Evaluation **Person:** Bruce Swallow

**Dec 7, 2012:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Dec 10, 2012:** Collect fall data: % of parents to participate in Parent Programs **Person:** Bruce Swallow

**Jan 4, 2013:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Feb 1, 2013:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Feb 28, 2013:** Parent Math Night **Person:** Bruce Swallow

**Mar 1, 2013:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**Mar 1, 2013:** Parent Math Night Evaluation **Person:** Bruce Swallow

**Mar 30, 2013:** Collect spring data: % of parents who attend Title I Literacy/Math nights **Person:** Bruce Swallow

**Apr 5, 2013:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**May 3, 2013:** Copy and Send Connections Newsletter on 1st Friday of each month **Person:** Lora Wilson

**May 9, 2013:** Muffins for Moms **Person:** Bruce Swallow

**May 15, 2013:** Muffins for Moms **Person:** Bruce Swallow

**May 20, 2013:** Muffins for Moms Evaluation **Person:** Bruce Swallow

**May 30, 2013:** Collect spring data: % of parents to participate in Parent Programs **Person:** Bruce Swallow

## School Wide Discipline

**Apr 1, 2012:** Collect baseline data: Percent of teachers reporting that they are utilizing the strategies from CHAMPS **Person:** Tina Limburg

**Apr 1, 2012:** Collect baseline data: Time spent due to interruptions to instruction because of behavior **Person:** Tina Limburg

**Aug 2, 2012:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Aug 2, 2012:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Aug 31, 2012:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Sep 6, 2012:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Sep 6, 2012:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Oct 4, 2012:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Oct 4, 2012:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Oct 5, 2012:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Nov 1, 2012:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Nov 1, 2012:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Nov 2, 2012:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Nov 30, 2012:** Collect fall data: Percent of teachers reporting that they are utilizing the strategies from CHAMPS **Person:** Tina Limburg

**Nov 30, 2012:** Collect fall data: Time spent due to interruptions to instruction because of behavior **Person:** Tina Limburg

**Nov 30, 2012:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Dec 6, 2012:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Dec 6, 2012:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Jan 3, 2013:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Jan 3, 2013:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Jan 4, 2013:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Feb 1, 2013:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Feb 7, 2013:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Feb 7, 2013:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Mar 1, 2013:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Mar 7, 2013:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Mar 7, 2013:** Implement consistent behavior strategies building wide **Person:** All Teachers

**Mar 29, 2013:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Apr 4, 2013:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**Apr 4, 2013:** Implement consistent behavior strategies building wide **Person:** All Teachers

**May 2, 2013:** Book Study on CHAMPS. Discussion each month at teachers meeting. **Person:** Tina Limburg

**May 2, 2013:** Implement consistent behavior strategies building wide **Person:** All Teachers

**May 3, 2013:** Teachers submit the number of minutes they spend away from instruction dealing with disruptive behavior. **Person:** Tina Limburg

**Jun 30, 2013:** Collect spring data: Percent of teachers reporting that they are utilizing the strategies from CHAMPS **Person:** Tina Limburg

**Jun 30, 2013:** Collect spring data: Time spent due to interruptions to instruction because of behavior **Person:** Tina Limburg

## Student Transition

**Sep 23, 2012:** Workshop for PK and kindergarten teachers for networking and discussing kindergarten readiness skills. **Person:** Leah Combs

**Apr 20, 2013:** Incoming kindergarteners and their parents will visit a kindergarten classroom during round up **Person:** Leah Combs

**Apr 25, 2013:** Rookie kindergarteners will come to school for a portion of the day and shadow Pro-kindergarteners from the beginning of the school day through lunch. **Person:** Leah Combs

## Timely Additional Assistance

**Nov 30, 2012:** Collect fall data: The number of math intervention sessions that the math interventionist provides for the identified students **Person:** Lisa Wicker

**Jun 30, 2013:** Collect spring data: The number of math intervention sessions that the math interventionist provides for the identified students **Person:** Lisa Wicker

# 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.

## School Wide Discipline

**Book Study on CHAMPS. Discussion each month at teachers meeting.**

**Brief Description:** Book Study on CHAMPS with discussion each month at teachers meeting.

**Intended Participants:** Teachers

**Dates:** Aug 2, 2012; Sep 6, 2012; Oct 4, 2012; Nov 1, 2012; Dec 6, 2012; Jan 3, 2013; Feb 7, 2013; Mar 7, 2013; Apr 4, 2013; May 2, 2013

**Activity Purpose:** Skill Building, Feedback/Support

**Activity Format:** Study Group

**Funding:**

**Does this activity occur during the school day?** Yes

## A. Parent Involvement

No professional development is needed for this strategy.

## A. Parent Involvement: Connection Newsletters

No professional development is needed for this strategy.

## B. Educator Training - Parent Involvement

**View Professional Development videos via PD360**

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

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 2, 2012

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Study Group, Other

**Funding:** Title II A

**Does this activity occur during the school day?** Yes

## **C. Outreach to Preschool Parent Involvement Programs: Connections Newsletter**

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**

## **G. Attendance**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Accelerated Math**

### **Training for Accelerated Math**

**Brief Description:** Training for Accelerated Math

**Intended Participants:** Teachers

**Date:** Aug 7, 2012

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:**

**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**

**Touch Math PD - as needed**

**Brief Description:** Professional development will be provided for those teachers who are not familiar with Touch Math.

**Intended Participants:** Teachers

**Date:** Aug 10, 2012

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:**

**Does this activity occur during the school day?** Yes

## **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: Identified Students work with Math Interventionist**

No professional development is needed for this strategy.

## **W. Timely Additional Assistance: Math Interventionist**

No professional development is needed for this strategy.

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

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

### Local Areas of Concern

#### **We are concerned that... Student behavior impedes student learning.**

##### **Data Targets Influenced by This Concern:**

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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:**

- School Wide Discipline
- G. Attendance
- A. Parent Involvement: Connection Newsletters
- L. Student Transition: Pre school/Head Start/Elementary Teacher Collaboration

#### **We are concerned that... Girls need extra time/ extra help in math, science and social studies in the upper elementary grades.**

##### **Data Targets Influenced by This Concern:**

- 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
- Female students -- Percent passing ISTEP+ Math

##### **Strategies to Impact This Concern:**

- G. Attendance
- U. Focused Student Group: Identified Students work with Math Interventionist
- A. Parent Involvement: Connection Newsletters

## 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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:

- C. Outreach to Preschool Parent Involvement Programs: Connections Newsletter
- A. Parent Involvement: Connection Newsletters
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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 on grade level.

### **Strategies to Impact This Concern:**

- C. Outreach to Preschool Parent Involvement Programs: Connections Newsletter
- C. Outreach to Preschool Parent Involvement Programs: Website with transition to kindergarten information.
- A. Parent Involvement: Connection Newsletters
- L. Student Transition: Kindergarten Room Visit: Kindergarten Convention

## **E. Parent Information Resource Center Website (SW)**

### **Data Targets Influenced by This Concern:**

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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

**G. Attendance (IN Rules)**

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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:**

- G. Attendance

**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: Five Minute Math Starter
- I. Focused Academic Area: Accelerated Math
- I. Focused Academic Area: Touch Math
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.

- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 4th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade 1 -- Read on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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:**

- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 6th Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- All students in grade K -- Read on grade level.
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.

- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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: Connection Newsletters
- 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
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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:**

- 3rd grade 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: Identified Students work with Math Interventionist

## **W. Timely Additional Assistance (SW)**

### **Data Targets Influenced by This Concern:**

- 3rd Grade -- Achieve mastery on problem solving on the ISTEP+ assessment
- 3rd grade free /reduced lunch students -- % passing ISTEP language arts
- 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 on grade level.
- All students in grade 2 -- Read on grade level.
- All students in grade K -- Read on grade level.
- free /reduced lunch students -- % passing ISTEP math
- Grade 3 -- Read on grade level.
- 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: Identified Students work with Math Interventionist
- 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?	In the front office of the elementary & 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	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?	Our attendance rate stays around 96-98%. We will allow only 5 parent descretionary days for the 2012-13 school year.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>*Fountas-Pinnell Benchmark Assessment Kits; this assessment checks each individual student for their fluency, accuracy and comprehension. The end result designates a letter level for the reader.</p> <p>*NWEA-MAP Assessment; for grades 2-6, students take computerized assessments for math, reading and language usage and for students in grades k-1 they take 2 reading and 2 math assessments. The end result is a RIT score for each student.</p> <p>*STAR Reader; This assessment is administered via the computer and through Rennissance Learning. The end result is a grade equivalent reading level.</p> <p>*Text book unit assessments; these are administered through paper-pencil. Teachers grade them, they are formated similiar to ISTEP+ assessments and render a percentage and letter grade.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Fountas-Pinnell Benchmark Assessment kits, NWEA-MAP assessments, Unit Assessments, STAR Reader
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We will be expanding programs to meet the needs of learners K-6. We will not be consolidating any programs. Our previous TAS programs only covered reading (K-2) and math (3-4). By attaining school-wide status, we will be servicing students in math K-6.

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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