

School Improvement Plan - 2011-2012

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South Whitley Elementary Sch (9173)

Whitko Community School Corp

South Whitley, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

South Whitley Elementary Sch

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 - Targeted Assistance School

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-Marking

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

- Larry Arnold - Community Representative (Business)
- Kris Cassady - School Counselor
- Jennifer Day - Parent/Guardian
- Bruce Hansen - Administrator
- Susan Ness - Parent/Guardian
- Karen Overmyer - Teacher
- Diane Williams - Teacher

Strategy Chairs

- Gina Borton
- Lisa Gawthrop
- Angie Tranter
- Diane Williams

Community Council

- Gale Burkholder - community
- Steve Clason - School employee
- Colleen French - community/parent
- Shannon Langmaid - parent
- Leesa Metzger - business/community/parent
- Pete Mitchell - school administration/community
- Susie Ness - business

- Sarah Rickard - Parent/Community Member
- Jacie Stahl - Community

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:

â€ a safe environment â€ a committed staff that models the importance of being Lifelong Learners â€ to be respected by all â€ to be held accountable to self, school, and community â€ high expectations â€ consistent discipline â€ to know it is okay to fail and to learn from the failure â€ opportunities to build real world experiences â€ to be taught the necessary skills of life â€ to be treated fairly â€ to know that each person is unique â€ parents who support them â€ to feel part of a school community â€ to reach their full potential â€ to feel loved and important â€ to be recognized for their successes â€ support from adults in their school and community â€ friends â€ to know standards and expectations â€ opportunities for their parents to be involved â€ to develop and use leadership skills â€ remediation when needed â€ a chance to express their concerns â€ humor â€ time to collaborate with peers â€ engaging activities and instruction that includes higher level thinking â€ good role models â€ a good home life â€ choices â€ extra-curricular opportunities â€ choices for post high school education â€ differentiated instruction â€ opportunities to develop problem solving skills â€ teachers trained in Best Practices â€ teacher trained in the concepts and processes they are expected to implement â€ a student centered environment â€ teachers who excel in their profession

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

â€ our building is safe â€ ID badges are worn by all adults â€ Everything in the environment speaks positively â€ Equipment is maintained to standards â€ We work together as a staff and look at students as â€oursâ€ â€ There is a system of communications that enables staff to be aware of and prepared for activities â€ There is regular collaboration among staff regarding instructional practices, curriculum, accountability, and students â€ Teachers are ready to intervene when necessary â€ Teachers are responsible and prepared for each day â€ Teachers are committed to maintaining knowledge of current Best Practices â€ Teachers assess fairly and consistently â€ Teachers communicate expectations with students and community â€ Teaching to mastery is the norm â€ Students are taught to be good citizens â€ Parents and community members donate their time for the good of the students â€ Teachers enable each student to meet all academic needs â€ Positive reinforcement is used in all classrooms â€ Teachers measure their success by the academic growth and learning of their students â€ Teachers are good role models â€ Teachers are able to be professional and yet interact with students on a personal level â€ Teachers are open minded when working with students â€ Parents are considered valuable members of the teaching team â€ We are self motivated â€ We put others first â€ We honor our commitments â€ We have high expectations â€ We educate staff, students, parents, and community about school expectations and rules and hold them accountable â€ We believe all kids are capable â€ We accept change â€ Parents are encouragers of learners â€ There is an attitude of trust in the building â€ Respect is modeled â€ We teach conflict resolution â€ There is consistent discipline â€ There is an awareness of each student's physical, emotional, and academic needs â€ Teachers realize that each student is highly valued by their parents

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

â€ Will be taking care of their school â€ Will know the procedures and follow them â€ Will be respectful â€ Will be searching for ways to help and support others â€ Will be energetic and ready to learn new things each day â€ Will feel supported by a dedicated staff â€ Will be surrounded by a safe environment â€ Will have a sense of security and knowledge â€ Will understand and use good manners â€ Will be following the Lifelong Guidelines and South Whitley Elementary Essential 16 â€ Will retain and apply information â€ Will have high academic achievement â€ Will be prepared for the future â€ Will be responsible for their actions and their learning â€ Will possess a desire to learn and to challenge themselves in learning â€ Will attend school regularly, be prepared to learn and possess a positive attitude towards learning â€ Will look forward to the future and additional education â€ Will experience inclusion â€ Will possess good study habits â€ Will be an active participant in the classroom â€ Will encourage each other â€ Will have high expectations of themselves and their teachers â€ Will be responsible â€ Will be self-motivated and eager to learn â€ Will know expectations and will meet them â€ Will be accountable to themselves â€ Will understand and demonstrate respect for all â€ Will be trustworthy â€ Will possess high self-esteem â€ Will be content and happy â€ Will exhibit appropriate social interactions â€ Will have lifelong goals as a citizen â€ Will self-correct poor behavior â€ Will pursue avenues of conflict resolution without adult intervention â€ Will be patient â€ Will think before they act â€ Will possess a good sense of humor

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who achieve 3 or 4 on report card in areas of reading and math: 100%
- % of students who graduate from high school: 100%
- % of students who achieve average or above RIT growth from Fall to Spring on MAPS: 100%
- % of students who score at or above grade level median on MAPS: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

All Students - achieving 3 or 4 on report card in Language Arts Standard 3

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 70 | 56 | 73 | 63 | 70 | | 73 | | 76 | | 79 | | 100 |

All Students - Earn 3 or 4 on Standards Based Report Card in Language Arts Standard 2 (Comprehension of Informational Text)

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 68 | 56 | 70 | 63 | 70 | | 73 | | 76 | | 78 | | 100 |

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

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 83 | 77.4 | 85 | 79.6 | 83 | | 85 | | 87 | | 89 | | 100 |

Free/Reduced Lunch Program Participants - Earning 3 or 4 on Standards Based Report Card in Math and Language Arts - all grades

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 50 | 50 | 55 | 52 | 60 | | 63 | | 66 | | 69 | | 100 |

Free/Reduced Lunch Program Participants - Passing both math and language arts on ISTEP

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 82 | 78 | 84 | 61.6 | 67 | | 70 | | 73 | | 76 | | 100 |

Free/Reduced Lunch Program Participants in grades 3-5 - Achieving at or above "on track" score on NWEA- SPRING

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 70 | 87 | 72 | 90 | 90 | | 92 | | 92 | | 93 | | 100 |

Grades 3-5 - Mastering Language Arts Standard 3 on ISTEP

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 70 | 76 | 80 | 75 | 79 | | 82 | | 85 | | 88 | | 100 |

Title I Students - Achieving On Track Scores on Spring MAPS Reading Test

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | | 65 | 41 | 50 | | 55 | | 57 | | 60 | | 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... classroom instruction is not related to personal interests, learning styles, or real world

The majority of respondents on the Force Field Self Study indicated that teachers are unaware of students' individual interests and learning styles. These characteristics are not then used in designing classroom experiences. Students also are not able to make real world connections with the curriculum being taught in the classroom.

We are concerned that... student performance is being affected by interferences in the environment

A majority of respondents on the Force Field Self Study indicated that interferences in the environment, specifically other students, hamper their efforts in the classroom.

We are concerned that... vocabulary instruction is not aligned k-5 or taught using similar instructional strategies

Low performance on English/Language Arts Standard 1 on ISTEP.

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

L. Student Transition

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

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

Creating a Positive Learning Environment

The PBIS team will continue to implement the Positive Behavior Intervention System with the South Whitley Elementary Staff during the school year. PBIS is a support system for staff and students giving ways to support student behavior, staff behavior, and helping with decision making in the school to better improve the school. Systems are set in place for classroom settings, non-classroom settings, individual students, and school-wide settings. All faculty and staff are involved in the process.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement

The core of the parent involvement program involves each grade level determining the best way to communicate with parents/guardians about behavior, school policies and procedures as well as academic progress, including assessment results. This may include the data folders used in the past, or Friday Folders used in Kindergarten. The goal is to initiate communication between home and school.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training - Parent Involvement

The Title I coordinator will utilize feed back from parents to work with teachers to better develop a communication tool with parents. Specific focus will be on giving parents easy to understand information that will promote student success in the classroom.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs

Each Spring parents of students eligible for kindergarten are invited to a kindergarten round-up program. Notices of this event are sent home with all elementary students, placed in local papers, flyers are posted in the community, and invitations are sent home with current preschoolers in the community. At this program, parents are given information regarding the Before 5 program (sponsored by Dekko), high ability, health information, school schedules, kindergarten programs (1/2 day verses full day) and are given a school tour while students undergo a rigorous screening process. Parents then receive a letter mailed to their home with a clear explanation of their child's performance on the screening measures.

Impact Level:

Focus:

E. Parent Information Resource Center Website

At the annual parent meeting a demonstration will be given showing parents the Parent Information and Resource Center (PIRC) website - www.fscp.org. and meeting handouts will include this website address.

Impact Level:

Focus:

F. Encourage Rigorous Curriculum: Differentiation with a focus on auditory Activities

This committee will continue the work of the Differentiation Through Learning Styles Committee to raise awareness of the need for differentiation in the classroom. The committee will continue to implement and provide support to staff members by specifically focusing on auditory activities to assist student learning.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Vocabulary

The Vocabulary Committee will continue the work started in the first year of this plan and build upon that foundation. This year teachers in grades 3-5 will begin using the vocabulary materials developed by Michael Clay Thompson as a supplement to the basal reading series. These materials will include components of grammar, vocabulary, and writing to develop in-depth understanding of vocabulary and the application of that understanding in writing. Teachers in grades k-2 will use the resources provided by the Vocabulary Committee in year one to further enhance the basic vocabulary development of students.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

All teachers in Indiana must complete the HOUSSE Rubric to document their "Highly Qualified" status. In addition, teachers at South Whitley Elementary go through a rigorous screening process before being hired and are required to participate in professional development activities several times throughout each school year. Whitko Community Schools Administration maintains a list of teachers who meet the "highly qualified" status. Currently, all South Whitley Elementary teachers meet the requirements of "highly qualified".

Impact Level: High Impact - Inside

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

Impact Level:

Focus:

L. Student Transition: Kindergarten Round Up

Each Spring parents of students eligible for Kindergarten are invited to a kindergarten round up program. Notices of this event are sent home with all elementary students, placed in local newspapers, fliers are posted in community, and invitations are sent home with current preschoolers in the community. At this program the students are screened in motor, language, and concepts using the DIAL. They are further screened in hearing, letter recognition, and high ability potential. Results of this screening are then mailed to parents along with information about possible delay areas and suggested follow-up activities.

Impact Level:

Focus:

R1. Parent Right-to-Know Letter - Qualifications

The Central Office of Whitko Community Schools provides this information to all parents at the beginning of each school year. A letter is sent that will 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 the DOE's Parent-to-Know Checklist.

Impact Level: Low Impact

Focus: General

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

The Central Office of Whitko Community Schools provides this information to all parents at the beginning of each school year. The school and/or district plans to send a letter to parents of students for whom the following situation occurs: Timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Impact Level:

Focus:

S. School-Parent Compact

The current school parent compact will be reviewed at the first parent meeting and revisions will be discussed and considered. The current school parent compact will be signed by all students and parents during the first set of parent teacher conferences in the fall of 2011. The School-Parent Compact will include all components described on the DOE School-Parent Compact Checklist.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

All Title I parents will be notified of our participation in Title I and invited via mail to one of several annual parent meetings. Included in the mailing will be the current school parent compact, a description of program components, and explanation of parent rights, and meeting agenda. To encourage attendance, meetings are held at a variety of times both day and evening and partnered with other activities such as spaghetti dinner, children's activities, etc. Door prizes are also awarded to attendees. Agenda items will include revision of parent school compact, program components and parent rights. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level:

Focus:

U. Focused Student Group: Title I Instruction for Free/Reduced Lunch Students

This strategy will be used to facilitate grade level intervention groups (Kindergarten through third grade) based on baseline data from NWEA testing and continual progress monitoring via DIBELS, NWEA, and other measures. A master schedule has been designed for each grade level for thirty minutes each day of pull out intervention time. Particular attention is being paid to those grade levels with large numbers of at risk students, students receiving free/reduced lunch, and special needs students (IEP).

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance

Impact Level:

Focus:

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

Creating a Positive Learning Environment

Percent of staff using positive reinforcement awards

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

Number of discipline referrals

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

Required Strategies

F. Encourage Rigorous Curriculum: Differentiation with a focus on auditory Activities

the number of purposeful auditory activities being used weekly in the classroom.

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

I. Focused Academic Area: Vocabulary

percentage of teachers teaching common components of vocabulary curriculum.

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

U. Focused Student Group: Title I Instruction for Free/Reduced Lunch Students

% of teachers attending monthly grade level meetings to plan interventions

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

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.

Creating a Positive Learning Environment

May 18, 2011: SET Evaluation **Person:** Lisa Gawthrop
Aug 30, 2011: Create an annual calendar/data log to record activities and data collecton **Person:** Alicia Walpole
Aug 30, 2011: Create discipline referral plan **Person:** Bruce Hansen
Aug 30, 2011: Outline school-wide discipline plan **Person:** Kris Cassady
Sep 30, 2011: Post expectations throughout the building to connect with the guidelines **Person:** Lisa Gawthrop
Sep 30, 2011: Prepare a monthly meeting schedule **Person:** Tammy Datzman
Nov 30, 2011: Collect fall data: Number of discipline referrals **Person:** Krista Busz
Nov 30, 2011: Collect fall data: Percent of staff using positive reinforcement awards **Person:** Vicki Sprunger
Nov 30, 2011: Creat lesson plans for teaching expectations **Person:** Vicki Sprunger
Nov 30, 2011: Detail reinforcement plans **Person:** Krista Busz
Jun 30, 2012: Collect spring data: Number of discipline referrals **Person:** Alicia Walpole
Jun 30, 2012: Collect spring data: Percent of staff using positive reinforcement awards **Person:** Tammy Datzman

Encourage Rigorous Curriculum

Sep 15, 2011: auditory activity of the month to be given to staff **Person:** Terrill Brown
Sep 15, 2011: Give teachers survey to be given to students (teacher use only) **Person:** Angie Tranter
Sep 30, 2011: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
Oct 15, 2011: auditory activity of the month to be given to staff **Person:** Terrill Brown
Oct 30, 2011: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
Nov 15, 2011: auditory activity of the month to be given to staff **Person:** Terrill Brown
Nov 30, 2011: Collect fall data: the number of purposeful auditory activities being used weekly in the classroom. **Person:** terrill brown
Nov 30, 2011: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
Dec 15, 2011: auditory activity of the month to be given to staff **Person:** Terrill Brown
Dec 30, 2011: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
Jan 15, 2012: auditory activity of the month to be given to staff **Person:** Terrill Brown
Jan 30, 2012: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
Feb 15, 2012: auditory activity of the month to be given to staff **Person:** Terrill Brown
Mar 1, 2012: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
Mar 15, 2012: auditory activity of the month to be given to staff **Person:** Terrill Brown
Apr 1, 2012: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
Apr 15, 2012: auditory activity of the month to be given to staff **Person:** Terrill Brown
May 1, 2012: collection of auditory activity of the month follow up from teachers **Person:** Angie Tranter
May 15, 2012: auditory activity of the month to be given to staff **Person:** Terrill Brown
Jun 30, 2012: Collect spring data: the number of purposeful auditory activities being used weekly in the classroom. **Person:** Lorraine Kyler

Focused Academic Area

May 31, 2011: Order Michael Clay Thompson Materials **Person:** Gina Borton
Jun 1, 2011: Schedule Training Day **Person:** Gina Borton
Jun 10, 2011: Invite Teachers to Training **Person:** Rita Mohr and Peg Dyer
Jun 10, 2011: Review Sample Materials **Person:** Vocabulary Committee Members

Aug 30, 2011: Conduct Training Session **Person:** Gina Borton
Sep 1, 2011: Develop Monitoring Tool **Person:** Tasha Kinney and Gina Borton
Oct 14, 2011: Distribute Monitoring Tool **Person:** Rita Mohr
Oct 21, 2011: Collect Monitoring Tool **Person:** Jane Trump
Oct 28, 2011: Follow up with teachers based on feedback from monitoring tool **Person:** Vocabulary Committee Members
Nov 30, 2011: Collect fall data: percentage of teachers teaching common components of vocabulary curriculum. **Person:**
Dec 1, 2011: Distribute Monitoring Tool **Person:** Rita Mohr
Dec 8, 2011: Collect Monitoring Tool **Person:** Jane Trump
Dec 15, 2011: Follow up with teachers based on feedback from monitoring tool **Person:** Vocabulary Committee Members
Jan 25, 2012: Distribute Monitoring Tool **Person:** Rita Mohr
Feb 1, 2012: Collect Monitoring Tool **Person:** Jane Trump
Feb 8, 2012: Follow up with teachers based on feedback from monitoring tool **Person:** Vocabulary Committee Members
Mar 14, 2012: Distribute Monitoring Tool **Person:** Rita Mohr
Mar 21, 2012: Collect Monitoring Tool **Person:** Jane Trump
Mar 28, 2012: Follow up with teachers based on feedback from monitoring tool **Person:** Vocabulary Committee Members
Apr 25, 2012: Distribute Monitoring Tool **Person:** Rita Mohr
May 2, 2012: Collect Monitoring Tool **Person:** Jane Trump
May 9, 2012: Follow up with teachers based on feedback from monitoring tool **Person:** Vocabulary Committee Members
Jun 30, 2012: Collect spring data: percentage of teachers teaching common components of vocabulary curriculum. **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: % of teachers attending monthly grade level meetings to plan interventions **Person:**
Aug 29, 2011: attendance at POD meetings **Person:** Diane Williams
Aug 29, 2011: develop intervention schedule that will fit with classroom schedules **Person:** Diane Williams
Aug 29, 2011: find effective research based interventions **Person:** Diane Williams
Aug 29, 2011: gather benchmark MAP and benchmark DIBEL data **Person:** Diane Williams
Aug 29, 2011: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Sep 5, 2011: progress monitor weekly **Person:** Diane Williams
Sep 12, 2011: adjust monthly students and/or interventions **Person:** Diane Williams
Sep 12, 2011: progress monitor weekly **Person:** Diane Williams
Sep 19, 2011: help staff understand data and its effectiveness **Person:** Diane Williams
Sep 19, 2011: progress monitor weekly **Person:** Diane Williams
Sep 26, 2011: progress monitor weekly **Person:** Diane Williams
Sep 29, 2011: attendance at POD meetings **Person:** Diane Williams
Sep 29, 2011: find effective research based interventions **Person:** Diane Williams
Sep 29, 2011: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Oct 3, 2011: progress monitor weekly **Person:** Diane Williams
Oct 10, 2011: progress monitor weekly **Person:** Diane Williams
Oct 12, 2011: adjust monthly students and/or interventions **Person:** Diane Williams
Oct 17, 2011: adjust monthly students and/or interventions **Person:** Diane Williams
Oct 17, 2011: progress monitor weekly **Person:** Diane Williams
Oct 19, 2011: help staff understand data and its effectiveness **Person:** Diane Williams
Oct 24, 2011: progress monitor weekly **Person:** Diane Williams
Oct 29, 2011: attendance at POD meetings **Person:** Diane Williams
Oct 29, 2011: find effective research based interventions **Person:** Diane Williams
Oct 29, 2011: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Oct 31, 2011: progress monitor weekly **Person:** Diane Williams
Nov 7, 2011: progress monitor weekly **Person:** Diane Williams
Nov 12, 2011: adjust monthly students and/or interventions **Person:** Diane Williams
Nov 14, 2011: progress monitor weekly **Person:** Diane Williams
Nov 19, 2011: help staff understand data and its effectiveness **Person:** Diane Williams
Nov 21, 2011: progress monitor weekly **Person:** Diane Williams
Nov 28, 2011: progress monitor weekly **Person:** Diane Williams
Nov 29, 2011: attendance at POD meetings **Person:** Diane Williams
Nov 29, 2011: find effective research based interventions **Person:** Diane Williams
Nov 29, 2011: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Nov 30, 2011: Collect fall data: % of teachers attending monthly grade level meetings to plan interventions **Person:**
Dec 5, 2011: progress monitor weekly **Person:** Diane Williams
Dec 12, 2011: adjust monthly students and/or interventions **Person:** Diane Williams

Dec 12, 2011: progress monitor weekly **Person:** Diane Williams
Dec 19, 2011: help staff understand data and its effectiveness **Person:** Diane Williams
Dec 19, 2011: progress monitor weekly **Person:** Diane Williams
Dec 26, 2011: progress monitor weekly **Person:** Diane Williams
Dec 29, 2011: attendance at POD meetings **Person:** Diane Williams
Dec 29, 2011: find effective research based interventions **Person:** Diane Williams
Dec 29, 2011: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Jan 2, 2012: progress monitor weekly **Person:** Diane Williams
Jan 9, 2012: progress monitor weekly **Person:** Diane Williams
Jan 12, 2012: adjust monthly students and/or interventions **Person:** Diane Williams
Jan 16, 2012: progress monitor weekly **Person:** Diane Williams
Jan 19, 2012: help staff understand data and its effectiveness **Person:** Diane Williams
Jan 23, 2012: progress monitor weekly **Person:** Diane Williams
Jan 29, 2012: attendance at POD meetings **Person:** Diane Williams
Jan 29, 2012: find effective research based interventions **Person:** Diane Williams
Jan 29, 2012: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Jan 30, 2012: progress monitor weekly **Person:** Diane Williams
Feb 6, 2012: progress monitor weekly **Person:** Diane Williams
Feb 12, 2012: adjust monthly students and/or interventions **Person:** Diane Williams
Feb 13, 2012: progress monitor weekly **Person:** Diane Williams
Feb 19, 2012: help staff understand data and its effectiveness **Person:** Diane Williams
Feb 20, 2012: progress monitor weekly **Person:** Diane Williams
Feb 27, 2012: progress monitor weekly **Person:** Diane Williams
Feb 29, 2012: attendance at POD meetings **Person:** Diane Williams
Feb 29, 2012: find effective research based interventions **Person:** Diane Williams
Feb 29, 2012: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Mar 5, 2012: progress monitor weekly **Person:** Diane Williams
Mar 12, 2012: adjust monthly students and/or interventions **Person:** Diane Williams
Mar 12, 2012: progress monitor weekly **Person:** Diane Williams
Mar 19, 2012: help staff understand data and its effectiveness **Person:** Diane Williams
Mar 19, 2012: progress monitor weekly **Person:** Diane Williams
Mar 26, 2012: progress monitor weekly **Person:** Diane Williams
Mar 29, 2012: attendance at POD meetings **Person:** Diane Williams
Mar 29, 2012: find effective research based interventions **Person:** Diane Williams
Mar 29, 2012: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Apr 2, 2012: progress monitor weekly **Person:** Diane Williams
Apr 9, 2012: progress monitor weekly **Person:** Diane Williams
Apr 12, 2012: adjust monthly students and/or interventions **Person:** Diane Williams
Apr 16, 2012: progress monitor weekly **Person:** Diane Williams
Apr 19, 2012: help staff understand data and its effectiveness **Person:** Diane Williams
Apr 23, 2012: progress monitor weekly **Person:** Diane Williams
Apr 29, 2012: attendance at POD meetings **Person:** Diane Williams
Apr 29, 2012: find effective research based interventions **Person:** Diane Williams
Apr 29, 2012: meet with grade level teams to discuss intervention implementation **Person:** Diane Williams
Apr 30, 2012: progress monitor weekly **Person:** Diane Williams
May 7, 2012: progress monitor weekly **Person:** Diane Williams
May 12, 2012: adjust monthly students and/or interventions **Person:** Diane Williams
May 14, 2012: progress monitor weekly **Person:** Diane Williams
May 19, 2012: help staff understand data and its effectiveness **Person:** Diane Williams
May 21, 2012: progress monitor weekly **Person:** Diane Williams
May 29, 2012: find effective research based interventions **Person:** Diane Williams
Jun 30, 2012: Collect spring data: % of teachers attending monthly grade level meetings to plan interventions **Person:**

Professional Development Summary

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

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

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

Creating a Positive Learning Environment

No professional development is needed for this strategy.

A. Parent Involvement

F. Encourage Rigorous Curriculum: Differentiation with a focus on auditory Activities

No professional development is needed for this strategy.

I. Focused Academic Area: Vocabulary

Conduct Training Session

Brief Description: Teachers will receive training on implementation of Michael Clay Thompson Units.

Intended Participants: Teachers

Date: Aug 30, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group, Professional Reading

Funding: High Ability Grant

Does this activity occur during the school day? No

Invite Teachers to Training

Brief Description: Teachers will receive training on implementation of Michael Clay Thompson Units

Intended Participants: Teachers

Date: Jun 10, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: High Ability

Does this activity occur during the school day? No

Schedule Training Day

Brief Description: Teachers will receive training on implementation of the Michael Clay Thompson Units.

Intended Participants: Teachers

Date: Jun 1, 2011

Activity Purpose: Information

Activity Format: Professional Reading

Funding: High Ability Grant

Does this activity occur during the school day? No

J2. Instruction by Highly Qualified Paraprofessionals.

L. Student Transition: Kindergarten Round Up

U. Focused Student Group: Title I Instruction for Free/Reduced Lunch Students

find effective research based interventions

Brief Description: research will be done to match interventions to the needs of students

Intended Participants: Teachers

Date: Aug 29, 2011

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

find effective research based interventions

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

Intended Participants:

Dates: Sep 29, 2011; Oct 29, 2011; Nov 29, 2011; Dec 29, 2011; Jan 29, 2012; Feb 29, 2012; Mar 29, 2012; Apr 29, 2012; May 29, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

W. Timely Additional Assistance

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... classroom instruction is not related to personal interests, learning styles, or real world

Data Targets Influenced by This Concern:

- All Students -- achieving 3 or 4 on report card in Language Arts Standard 3
- All Students -- Earn 3 or 4 on Standards Based Report Card in Language Arts Standard 2 (Comprehension of Informational Text)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Program Participants -- Earning 3 or 4 on Standards Based Report Card in Math and Language Arts - all grades
- Free/Reduced Lunch Program Participants -- Passing both math and language arts on ISTEP
- Free/Reduced Lunch Program Participants in grades 3-5 -- Achieving at or above "on track" score on NWEA- SPRING
- Grades 3-5 -- Mastering Language Arts Standard 3 on ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiation with a focus on auditory Activities

We are concerned that... student performance is being affected by interferences in the environment

Data Targets Influenced by This Concern:

- All Students -- achieving 3 or 4 on report card in Language Arts Standard 3
- All Students -- Earn 3 or 4 on Standards Based Report Card in Language Arts Standard 2 (Comprehension of Informational Text)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Program Participants -- Earning 3 or 4 on Standards Based Report Card in Math and Language Arts - all grades
- Free/Reduced Lunch Program Participants -- Passing both math and language arts on ISTEP
- Free/Reduced Lunch Program Participants in grades 3-5 -- Achieving at or above "on track" score on NWEA- SPRING
- Grades 3-5 -- Mastering Language Arts Standard 3 on ISTEP

Strategies to Impact This Concern:

- Creating a Positive Learning Environment

We are concerned that... vocabulary instruction is not aligned k-5 or taught using similar instructional strategies

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Vocabulary

Required Areas of Concern

A. Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- A. Parent Involvement

B. Educator Training - Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, TAS)

Data Targets Influenced by This Concern:

- All Students -- achieving 3 or 4 on report card in Language Arts Standard 3
- All Students -- Earn 3 or 4 on Standards Based Report Card in Language Arts Standard 2 (Comprehension of Informational Text)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 3-5 -- Mastering Language Arts Standard 3 on ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiation with a focus on auditory Activities

I. Focused Academic Area (IN Rules, TAS)

Data Targets Influenced by This Concern:

- All Students -- achieving 3 or 4 on report card in Language Arts Standard 3
- All Students -- Earn 3 or 4 on Standards Based Report Card in Language Arts Standard 2 (Comprehension of Informational Text)
- Grades 3-5 -- Mastering Language Arts Standard 3 on ISTEP

Strategies to Impact This Concern:

- I. Focused Academic Area: Vocabulary

J. Instruction by Highly Qualified Teachers (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

L. Student Transition (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- L. Student Transition: Kindergarten Round Up

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

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

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

S. School-Parent Compact (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, TAS)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Program Participants -- Earning 3 or 4 on Standards Based Report Card in Math and Language Arts - all grades
- Free/Reduced Lunch Program Participants -- Passing both math and language arts on ISTEP
- Free/Reduced Lunch Program Participants in grades 3-5 -- Achieving at or above "on track" score on NWEA- SPRING

Strategies to Impact This Concern:

- U. Focused Student Group: Title I Instruction for Free/Reduced Lunch Students

W. Timely Additional Assistance (TAS)

Data Targets Influenced by This Concern:

- Title I Students -- Achieving On Track Scores on Spring MAPS Reading Test

Strategies to Impact This Concern:

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

| | |
|--|--|
| A. Where is the public copy of your school's curriculum located? | Copies available to the public are located in the Principal's Office and at the district Central Office. |
| <p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. | None |
| C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? | Yes |
| D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. | NWEA Primay MAP grades K-2. This tool provides our best data for establishing baselines and progress monitoring of student growth in reading and math. It is also used to create differentiated instructional reading groups. DIBELS is used for progress monitoring on a more frequent basis for our lowest students and three times yearly for all students. It also is used for creating instructional groups. NWEA MAP in grades 2-5 provides the same type of data for older grades as the Primary MAP tool. It is used for creating instrucional groups in these grades for both reading and math. |
| E. List the needs assessments used in your school to help you identify areas that are interfering with learning. | INSAI Self-Study tools |

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2011-2012 school year