School Improvement Plan - PL221 Version - 2010-2013

February 21, 2010 15:31:13

Robert Lee Frost School 106 (5606)
Indianapolis Public Schools
Indianapolis, 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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Website: http://www.asainstitute.org
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School Improvement Plan Introduction
Robert Lee Frost School 106

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
- PL221
- Title I - Schoolwide
- NCA

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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.
**Reviewer Guide**  
**Indiana Public Law 221**

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a “School Improvement Implementation” binder including documentation that the strategies described in this plan were implemented as planned.

<table>
<thead>
<tr>
<th>PL221 REQUIREMENT</th>
<th>Required</th>
<th>Location in this Plan</th>
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</thead>
<tbody>
<tr>
<td>1 Description and location of curriculum</td>
<td>✔️</td>
<td>Force Field Excerpt *</td>
</tr>
<tr>
<td>Titles and descriptions of assessment instruments to be used in addition to ISTEP+</td>
<td>✔️</td>
<td>Force Field Excerpt *</td>
</tr>
<tr>
<td>2 Statement of mission, vision, or belief (suggested but not required)</td>
<td></td>
<td>Vision Statement</td>
</tr>
<tr>
<td>3 Summary of data derived from an assessment (implied but not required)</td>
<td></td>
<td>May be obtained from the school’s online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a></td>
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<tr>
<td>4 Conclusions about the school curriculum, instructional strategies, and</td>
<td></td>
<td>May be obtained from the school’s online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a></td>
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<td>student achievement (implied but not required)</td>
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<td>Conclusion - Parent involvement</td>
<td>✔️</td>
<td>Strategy Summary (Strategy A)</td>
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<td>Conclusion - Technology as a learning tool</td>
<td>✔️</td>
<td>Strategy Summary (Strategy B)</td>
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<tr>
<td>Conclusion - Safe and discipline learning environment</td>
<td>✔️</td>
<td>Strategy Summary (Strategy C)</td>
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<tr>
<td>Conclusion – Professional development</td>
<td>✔️</td>
<td>Professional Development</td>
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<td>5 Goal – Attendance rate</td>
<td>✔️</td>
<td>Strategy Summary (Strategy D)</td>
</tr>
<tr>
<td>Goals - % meeting ISTEP Standards</td>
<td>✔️</td>
<td>Academic Goals</td>
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<td>Goals - % graduating (high schools only)</td>
<td>✔️</td>
<td>Academic Goals</td>
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<tr>
<td>6 Specific areas where improvement is needed immediately</td>
<td>✔️</td>
<td>Academic Goals</td>
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<td>Areas of Concern</td>
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<td>Strategies</td>
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<tr>
<td>7 Benchmarks for progress</td>
<td>✔️</td>
<td>Academic Goals</td>
</tr>
<tr>
<td>8 Academic Honors Diploma and Core 40 – course offerings</td>
<td>✔️</td>
<td>Strategy Summary (Strategy E)</td>
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<tr>
<td>Academic Honors Diploma and Core 40 – encouragement</td>
<td>✔️</td>
<td>Strategy Summary (Strategy F)</td>
</tr>
<tr>
<td>9 Proposed interventions / strategies (suggested but not required)</td>
<td></td>
<td>Strategy Summary (All strategies)</td>
</tr>
<tr>
<td>10 Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.</td>
<td>✔️</td>
<td>Professional Development</td>
</tr>
<tr>
<td>11 Statutes and rules to be waived</td>
<td>✔️</td>
<td>Force Field Excerpt *</td>
</tr>
<tr>
<td>12 Three (3) year time line for implementation, review, and revision</td>
<td>✔️</td>
<td>Continuous Improvement Timeline To-Do List</td>
</tr>
<tr>
<td>13 Exceptional Learners – Gifted **</td>
<td>✔️</td>
<td>Strategy Summary (Strategy G1)</td>
</tr>
<tr>
<td>14 Exceptional Learners – Special Education **</td>
<td>✔️</td>
<td>Strategy Summary (Strategy G2)</td>
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</table>

* The full Force Field Report may be obtained from the school’s online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)  
** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of “exceptional learners.” DOE defines exceptional learners as both “gifted” and “special education” students.
Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Betsy Clayton - Teacher
- Tina Foster - Administrator
- Sarah Henhapl - Teacher
- LaTeena Hubbard - Community Representative
- Renee Lester - Parent/Guardian
- Jyoti Weaver - School Counselor
- Christy White - Teacher

Strategy Chairs

- Tina Foster
- Rebecca Hayden
- Renee Lester
- Donna Martin
- Margaret Storey
- Jyoti Weaver
- Christy White

Community Council

- Latrice Alexander
- Jasmin Baugh
- Sherry Bonner
- Frances Bruce
- Roberto Carpio
- Kanette Dinkins
- Katie Downs - Secretary
- Rhonda Drake
- Embry Eldridge - Custodian
- Nicole Everett
- Rhonda Frye
- Marcia Garcia
- Briana Gomez
- Jeff Groom
- Cheri Halstead - Mentoring Magic Program Sponsor
- Rhianon Hatcher
- Vickie Hendon
- Alma Jackson
- Baker Jenele
- Jim Jones - Engineering Services
- Carol Mack
- Steven Moore
- Vickie Mosley
- Kari Ray
- Taffi Rhodes
- Sonya Session
- Erica Shadeck
- Mrs. Shaw
- Tammy Shaw
- Tabitha Smith
- Dyneshia Stepp
- Sherry Thompson
- Nicole Walker
- Damon Watts
- Nigel Woodfolk
- Kathryn Woods
Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:

In order to show that children come first we believe all students deserve to be surrounded by adults who believe in them and have high expectations for their success in life. We believe that all students deserve to learn at a relevant and rigorous level. We believe all students deserve passionate caring teachers who demonstrate excellence, scholarship, respect and courage while providing a safe environment. We believe all students deserve up-to-date technology, instructional materials and resources to support its use. We believe every child who needs extra help and time deserves to be given the opportunity for extra help and time from an encouraging adult. We believe all students deserve the chance for extra-curricular experiences to promote extended learning.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All staff members, parents and community members place a high value on education by demonstrating professionalism and integrity. Expectations are actively communicated to all students, parents and community members by open and timely communication through weekly progress reports, newsletters, phone calls, parent conferences, and family involvement activities. To ensure all students learn, adults provide academic rigor, differentiated instruction, and hands-on learning activities that meet or exceed state standards. All adults value diversity through culturally competent practices while potential is discovered and nurtured. All adults demonstrate enthusiasm, preparedness, open mindedness, a positive attitude, creativity, encouragement, strength of character, and self confidence. Parents are actively involved with their children as demonstrated by attending school functions, communicating with teachers and supporting the school community. Community members are highly active with the school as demonstrated by tutoring, committee participation, mentoring, and donations. Facilities are safe, clean, secure and inviting.

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

In this environment where all adults are living by their core convictions, students are extremely enthusiastic about coming to school and experience tremendous success. All students are intrinsically motivated and actively engaged in learning. Students are generous, inquisitive, kind, compassionate, respectful and responsible. Students listen intently as teachers explain new content and students actively work in small groups to solve real world problems which require them to use the content they have learned. Students demonstrate mastery of content in a variety of manners including benchmark tests, ISTEP, and DIBELS. All students show motivation by accepting challenges and put forth a stellar effort towards their education. All students accept responsibility for their actions by displaying appropriate behavior and good citizenship.

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 master Indiana Academic Standards: 100%
- % of students who pass 4 Â½ week benchmarks: 100%
- % of students who meet DIBELS goals: 100%
- % of students who get Â“AÂ”s on report cards: 100%
- % of students who are promoted to the next grade: 100%
- % of students who graduate from high school: 100%
# Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

### 5th grade - 5th grade students passing ISTEP Vocabulary

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<tbody>
<tr>
<td>Target</td>
<td>68%</td>
<td>75.5%</td>
<td>72%</td>
<td>76%</td>
<td>80%</td>
<td>84%</td>
<td>100%</td>
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<tr>
<td>Actual</td>
<td>62.9%</td>
<td>66.9%</td>
<td>76%</td>
<td>80%</td>
<td>84%</td>
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### All black students tested - % passing ISTEP+ E/LA

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<tbody>
<tr>
<td>Target</td>
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<td>61%</td>
<td>66%</td>
<td>71%</td>
<td>77%</td>
<td>100%</td>
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<tr>
<td>Actual</td>
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### All Free/Reduced Lunch students tested - % passing ISTEP+ E/LA

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<tbody>
<tr>
<td>Target</td>
<td>60.7%</td>
<td>65%</td>
<td>69%</td>
<td>73%</td>
<td>77%</td>
<td>100%</td>
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<tr>
<td>Actual</td>
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### All Students - All students passing E/LA ISTEP

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<tbody>
<tr>
<td>Target</td>
<td>65.7%</td>
<td>74.9%</td>
<td>60.2%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>Actual</td>
<td>59%</td>
<td>60.2%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
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### All Students - All students passing Math ISTEP

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<tbody>
<tr>
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<td>73.9%</td>
<td>66.5%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>100%</td>
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<tr>
<td>Actual</td>
<td>64%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
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### All Students (126 days) - ISTEP PL221 Category Placement Performance

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<td>74.4%</td>
<td>62.1%</td>
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<td>74%</td>
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<tr>
<td>Actual</td>
<td>61.9%</td>
<td>62.1%</td>
<td>65.1%</td>
<td>71%</td>
<td>74%</td>
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### Special Education Students - Special Education students passing ISTEP E/LA

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<td>36%</td>
<td>40%</td>
<td>44%</td>
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<tr>
<td>Actual</td>
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<td>28%</td>
<td>36%</td>
<td>40%</td>
<td>44%</td>
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### Special Education Students - Special Education students passing ISTEP Math

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<td>47%</td>
<td>40%</td>
<td>44%</td>
<td>48%</td>
<td>52%</td>
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<td>56%</td>
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<tr>
<td>Actual</td>
<td>45%</td>
<td>40%</td>
<td>44%</td>
<td>48%</td>
<td>52%</td>
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Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

We are concerned that... Teachers do not take students’ cultural needs into consideration when designing lessons.

*Students (37%) feel that their teachers do not talk about the things they like and do not relate to the students’ personal interests. *Community members (50%) feel that teachers do not use teaching methods that match the learning styles of their students. *Teachers need PD to build their capacity to implement culturally responsive pedagogy supported by effective student engagement and teacher-student relationships.

We are concerned that... Schools do not adequately address enrollment / performance issues in honors, honors plus, AP, IB, DC courses.

*Low percentages of our students are not taking AP or Honors courses *Students are not encouraged to take these courses at earlier grades.

We are concerned that... Students do not receive timely feedback on classroom assessments.

*Students (1/3 surveyed) indicated that teachers do not provide feedback on instructional data regarding their progress. *Half of the students, parents, community and faculty don’t know if the report card grades reflect the degree to which students have learned the Indiana Standards. *Lack of evidence that data is informing and driving instructional improvement.

We are concerned that... Instruction for special needs students is not appropriate.

*Teachers are not following the IEP’s because the quality of the IEP’s written is below the standards that are educationally sound. *Teachers are more focused on compliance issues with the IEP rather than mastery and improvement of instruction. *We are fighting a culture of low expectations for our students. *We are weak in the way our spending decisions are made to maximize/optimize the value of all students.

We are concerned that... Teachers are not providing effective Reading/Language Arts interventions for striving readers.

*Interventions provided for striving readers have not moved student achievement to higher levels *Teachers do not been trained to effectively provide appropriate interventions for striving readers.

We are concerned that... Teachers are not providing quality integrated reading and writing instruction.

*Teachers do not regularly integrate reading and writing strategies in daily lessons. *Reading and writing are taught as separate strategies. *Teachers do not have adequate PD training to successfully integrate reading and writing strategies.

We are concerned that... Teachers do not provide consistent instruction at the evaluation, application, synthesis, analysis & evaluation levels.
*Expectations for students are mostly at the knowledge and/or comprehension levels. *Teachers expectations for students do not include quality instruction. *Teachers (1/4 of them) don’t know if they cover all the Indiana standards at higher levels of instruction. *Lack of evidence that data is informing and driving the decision making process to identify and monitor strategies to improve student achievement.

**Required Areas of Concern**

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

D. Curriculum Mapping (Year 3 of District Improvement only)

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood 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
Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Administrator Walkthrough

The administrator will conduct "walk-throughs" with each teacher at least once a week during which the administrator will look for the following: student orientation to work, curriculum decisions, delivery of instruction, appropriate materials on walls, teacher expectations (TESA), cultural competencies and health/safety issues. The principal will provide mentoring to teachers as needed.

Benchmark & End of Semester Assessments

Teachers will: 1) follow the IPS pacing/consensus maps for Math, Science, and Social Studies and the Language Arts, 2) implement benchmark assessments in Math, Language Arts, Science, and Social Studies, and 3) implement end-of-semester assessments in Math, Language Arts, Science, and Social Studies.

Cultural Competency

Teachers will incorporate the IPS Culture Imperatives into their classroom instruction and management throughout the school year and participate in a building-level networking event where each teacher will share the methods they used for incorporating the culture imperatives into their practice with their colleagues.

Student Graduation Plan

The school will develop and require a Graduation Plan for students in grade 6 that will result in the Core 40 Diploma.

Teacher Expectations and Student Achievement (TESA)

Using the TESA model, teachers will become sensitized to their achievement expectations of all students and interact with students on a more equitable basis with an emphasis on involving perceived low and perceived high achievers in the teaching and learning process throughout the school year.

Required Strategies

A. Parent Involvement: Parent Liaison - Academic Workshops for Parents

Parent Liaisons will conduct two academic workshops per month for parents. During the workshops, the parent liaisons will: 1) present strategies that parents can use at home to help their child learn, 2) provide parents with materials that the parents can use at home to support learning, such as flash cards and learning games, and 3) make parents aware of resources in the community that support student learning.

A. Parent Involvement: Parent Liaison - Home Visits

Parent Liaisons will make ten home visits each month. The home visits will be made 1) at the request of the principal, 2) at the request of the classroom teacher, and 3) as a follow-up to the parent workshop activities. These visits will focus on student attendance issues, follow up on helping their child with academic strategies, behavior issues and/or other topics that the principal or teacher might request.

A. Parent Involvement: Parent-in-Touch Day

Schools will conduct a Parent-in-Touch Day, in partnership with the district, during which parents will come to school to 1) pick up their child’s report card, and 2) discuss their child’s academic growth.

B. Educator Training for Parent Involvement
REPLACE THIS TEXT WITH A DESCRIPTION OF THE STRATEGY YOU WILL USE NEXT YEAR TO EDUCATE TEACHERS ABOUT PARENT INVOLVEMENT. BE SURE TO ALIGN THIS STRATEGY WITH THE ACTIVITIES THAT ARE FOUND IN YOUR SCHOOL’S TITLE I PARENT INVOLVEMENT POLICY.

C. Outreach to Preschool Parent Involvement Programs

REPLACE THIS TEXT WITH A DESCRIPTION OF THE STRATEGY YOU WILL USE NEXT YEAR TO REACH OUT TO PRESCHOOL PARENT INVOLVEMENT PROGRAMS. BE SURE TO ALIGN THIS STRATEGY WITH THE ACTIVITIES THAT ARE FOUND IN YOUR SCHOOL’S TITLE I PARENT INVOLVEMENT POLICY.

D. Curriculum Mapping

Reviewers: To read about the school’s curriculum mapping strategy, please refer to Strategy F - Encourage Rigorous Curriculum: Curriculum Mapping.

E. Parent Information Resource Center Website

The school will disseminate information about the Indiana Parent Information Resource Center website (found at www.fscp.org) through their Title I Brochure, their school website, and the school’s Parent Involvement Policy.

F. Encourage Rigorous Curriculum: Curriculum Mapping

Teachers will use the Rubicon Atlas software to develop individual maps in ELA, Math, Soc. Stu., Art, Music and PE for the school year.

I. Focused Academic Area: Literacy in the Content Areas

Teachers of all content areas will implement literacy strategies in their classrooms that are specific for their content area. These strategies will be learned during training provided by the District Content Directors and Coaches.

J. Instruction by Highly Qualified Teachers

The principal will maintain a list of all teachers in the building that shows 1) whether or not each teacher holds a valid Indiana teaching license, and 2) the method each teacher has used to demonstrate subject matter knowledge,(PRAXIS, NTE, HOUSSE, CAS). The principal will only interview highly qualified teachers for openings that exist in the school.

K. Attracting Highly Qualified Teachers

The IPS Human Resources Department implements strategies each year on behalf of the schools to attract highly qualified teachers to our district. The school will support this by 1) assisting the IPS Human Resources Department as requested in their effort to attract highly qualified teachers, 2) verifying that all teachers on the list of teacher candidates provided by the IPS Human Resources Department are highly qualified, and 3) interviewing only highly qualified teachers from the list provided.

L. Early Childhood Transition: Transition Team

REPLACE THIS TEXT WITH A DESCRIPTION OF THE STRATEGY YOU WILL USE NEXT YEAR TO HELP STUDENTS MAKE A SMOOTH TRANSITION TO KINDERGARTEN. THE STRATEGY SHOULD BE DEVELOPED BY THE SCHOOL’S TRANSITION PLANNING TEAM AND SHOULD 1) GO BEYOND SIMPLY MAILING LETTERS HOME AND/OR A PARENT OPEN HOUSE, AND 2) HOLD HIGH PROMISE FOR RAISING ISTEP SCORES. IMPORTANT: BEGIN YOUR STRATEGY WITH THESE WORDS, “As planned by the Transition Planning Team comprised of representatives of our school and area preschool programs, we will . . .”

M. Parent Notice - Assessment Results

Classroom teachers will continue to send home weekly progress reports, midterm grades, and report cards to inform parents of their child’s academic progress. In addition, standardized test scores will be sent home in a timely manner throughout the school year.

Q. School-Parent Involvement Policy

The school will 1) ensure that the Parent Involvement Policy meets all criteria listed on the School Parent Involvement Policy Checklist distributed by the Indiana Department of Education in the Title I Cycle 2 Monitoring Letter, 2) ask parents to review and, if necessary, revise the Parent Involvement Policy during the Annual Parent Meeting, and 3) distribute the Parent Involvement Policy to all parents during the first month of school.
R1. Parent Right-to-Know Letter - Qualifications

The school will verify that the district has sent a letter to all parents to let them know that they have the right to request information about the qualifications of their child’s teachers and paraprofessionals.

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

The school will send a notice to parents if their child has been taught by a “non-highly qualified” teacher for four or more weeks.

S. School-Parent Compact

The school will 1) ensure that the School-Parent Compact meets all criteria listed on the School-Parent Compact Checklist distributed by the Indiana Department of Education as part of the Title I, Cycle 2 Monitoring Letter, 2) discuss the School-Parent Compact at open house, and 3) distribute the compact to all parents. Parents will agree to and sign the School-Parent Compact at the beginning of the school year.

T. Annual Parent Meeting

Schools will hold an annual parent meeting during the first month of school. All parents will be invited to attend. Parents will be informed about 1) what their child should be learning, 2) how Title I helps students learn (Title I funding received by the school and how it is spent), 3) the School Improvement Plan, 4) parent rights (two parent right-to-know letters, notification of assessment results, and notification if the school is “in improvement.”), 5) how parents can help their children learn (School-Parent Compact, School-Parent Involvement Policy, parent programs, print materials), and 6) upcoming events. Parents will also be asked to discuss their perceptions of the Title I program and complete an evaluation of the Title I Program at the school.

U. Focused Student Group: Free and Reduced Lunch Student Group

IF YOUR SCHOOL HAS 30 OR MORE FREE-REDUCED STUDENTS, REPLACE THIS TEXT WITH A DESCRIPTION OF THE STRATEGY YOU WILL USE NEXT YEAR TO INCREASE STUDENT ACHIEVEMENT WITHIN THIS GROUP. IF YOUR SCHOOL DOES NOT HAVE 30 OR MORE STUDENTS IN THIS GROUP, DELETE THIS STRATEGY.

U. Focused Student Group: School Choice

IF YOUR SCHOOL DOES NOT HAVE 30 OR MORE STUDENTS IN ANY ONE OF THE FOUR STUDENT GROUPS TARGETED BY THE DISTRICT (ELL, SPECIAL ED, HISPANIC, FREE-REDUCED), 1) SELECT A STUDENT GROUP THAT HAS THE LOWEST SCORES ON EITHER THE ISTEP MATH OR ISTEP ENG/LA TEST, 2) WRITE THE STUDENT GROUP AS THE SUBTITLE FOR THIS STRATEGY, AND 3) REPLACE THIS TEXT WITH A DESCRIPTION OF THE STRATEGY YOUR SCHOOL WILL USE NEXT YEAR TO INCREASE ACHIEVEMENT FOR THIS STUDENT GROUP. NOTE: THE STUDENT GROUP IN THIS STRATEGY SHOULD ALIGN WITH THE STUDENT GROUP IN ONE OF YOUR ACHIEVEMENT DATA TARGETS. IF YOUR SCHOOL HAS 30 OR MORE STUDENTS IN ANY ONE OF THE FOUR STUDENT GROUPS TARGETED BY THE DISTRICT (ELL, SPECIAL ED, HISPANIC, OR FREE-REDUCED), DELETE THIS STRATEGY.

U. Focused Student Group: Special Education Student Group

IF YOUR SCHOOL HAS 30 OR MORE SPECIAL EDUCATION STUDENTS, REPLACE THIS TEXT WITH A DESCRIPTION OF THE STRATEGY YOU WILL USE NEXT YEAR TO INCREASE STUDENT ACHIEVEMENT WITHIN THIS GROUP. IF YOUR SCHOOL DOES NOT HAVE 30 OR MORE STUDENTS IN THIS GROUP, DELETE THIS STRATEGY.

W. Timely Additional Assistance: Remediation Plan

The school will: 1) run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment, 2) provide each student with immediate feedback after each assessment, and 3) provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessment, and/or the End-of-Semester assessments place them in the “yellow group” or “red group.” Students in the “yellow group” will receive 30 minutes of individualized intervention daily while students in the “red group” will receive 40-60 minutes of individualized instruction daily.
Professional Development

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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 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.

Administrator Walkthrough
Status: Submitted

Benchmark & End of Semester Assessments
Status: Submitted

Cultural Competency
Status: Not Yet Submitted

Student Graduation Plan
Status: Submitted

Teacher Expectations and Student Achievement (TESA)
Status: Submitted

A. Parent Involvement: Parent Liaison - Home Visits
Status: Submitted
B. Educator Training for Parent Involvement
Status: Not Yet Submitted

C. Outreach to Preschool Parent Involvement Programs
Status: Not Yet Submitted

D. Curriculum Mapping
Status: Not Yet Submitted

F. Encourage Rigorous Curriculum: Curriculum Mapping
Status: Submitted

I. Focused Academic Area: Literacy in the Content Areas
Status: Not Yet Submitted

L. Early Childhood Transition: Transition Team
Status: Not Yet Submitted

U. Focused Student Group: Free and Reduced Lunch Student Group
Status: Not Yet Submitted

U. Focused Student Group: School Choice
Status: Not Yet Submitted

U. Focused Student Group: Special Education Student Group
Status: Not Yet Submitted

W. Timely Additional Assistance: Remediation Plan
Status: Not Yet Submitted
Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

We are concerned that... Teachers do not take students’ cultural needs into consideration when designing lessons.

Data Targets Influenced by This Concern:
- All black students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- Cultural Competency
- T. Annual Parent Meeting
- K. Attracting Highly Qualified Teachers
- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent Liaison - Home Visits
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

We are concerned that... Schools do not adequately address enrollment / performance issues in honors, honors plus, AP, IB, DC courses.

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- Student Graduation Plan

We are concerned that... Students do not receive timely feedback on classroom assessments.

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:
- T. Annual Parent Meeting
- A. Parent Involvement: Parent Liaison - Home Visits
- M. Parent Notice - Assessment Results
- S. School-Parent Compact
- Q. School-Parent Involvement Policy
We are concerned that... Instruction for special needs students is not appropriate.

Data Targets Influenced by This Concern:
- Special Education Students -- Special Education students passing ISTEP E/LA
- Special Education Students -- Special Education students passing ISTEP Math

Strategies to Impact This Concern:
- U. Focused Student Group: Special Education Student Group
- J. Instruction by Highly Qualified Teachers

We are concerned that... Teachers are not providing effective Reading/Language Arts interventions for striving readers.

Data Targets Influenced by This Concern:
- 5th grade -- 5th grade students passing ISTEP Vocabulary
- All black students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- Benchmark & End of Semester Assessments
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- J. Instruction by Highly Qualified Teachers
- A. Parent Involvement: Parent Liaison - Academic Workshops for Parents
- W. Timely Additional Assistance: Remediation Plan

We are concerned that... Teachers are not providing quality integrated reading and writing instruction.

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:
- Administrator Walkthrough
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- J. Instruction by Highly Qualified Teachers

We are concerned that... Teachers do not provide consistent instruction at the evaluation, application., synthesis, analysis & evaluation levels.

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Teacher Expectations and Student Achievement (TESA)
- K. Attracting Highly Qualified Teachers
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- J. Instruction by Highly Qualified Teachers
- E. Parent Information Resource Center Website
Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:
- All Free/Reduced Lunch students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- A. Parent Involvement: Parent Liaison - Academic Workshops for Parents
- A. Parent Involvement: Parent Liaison - Home Visits

B. Educator Training (SW)

Data Targets Influenced by This Concern:
- All Free/Reduced Lunch students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:
- All Free/Reduced Lunch students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- C. Outreach to Preschool Parent Involvement Programs

D. Curriculum Mapping (Year 3 of District Improvement only) (SW)

Data Targets Influenced by This Concern:
- All Students -- All students passing E/LA ISTEP

Strategies to Impact This Concern:
- D. Curriculum Mapping

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:
- All Free/Reduced Lunch students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

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

- F. Encourage Rigorous Curriculum: Curriculum Mapping

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- 5th grade -- 5th grade students passing ISTEP Vocabulary

Strategies to Impact This Concern:

- I. Focused Academic Area: Literacy in the Content Areas

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students -- All students passing E/LA ISTEP
- All Students -- All students passing Math ISTEP

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students -- All students passing E/LA ISTEP
- All Students -- All students passing Math ISTEP

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- All Free/Reduced Lunch students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:

- L. Early Childhood Transition: Transition Team

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results
Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

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

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:
- All Free/Reduced Lunch students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:
- 5th grade -- 5th grade students passing ISTEP Vocabulary
- All black students tested -- % passing ISTEP+ E/LA

Strategies to Impact This Concern:
- U. Focused Student Group: Special Education Student Group
- U. Focused Student Group: Free and Reduced Lunch Student Group
- U. Focused Student Group: School Choice
W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All black students tested -- % passing ISTEP+ E/LA
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Remediation Plan
The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

<table>
<thead>
<tr>
<th>Description and location of curriculum:</th>
<th>Main Office</th>
<th>Force Field Report B: Curriculum Additional Data #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titles and descriptions of assessment instruments to be used in addition to ISTEP+:</td>
<td>DIBELS- Dynamic Indicators of Basic Early Learning Skills (grades K-3) mCLASS Math- (grades K-2) Reading 3D- (grades K-2) SRI- Scholastic Reading Inventory (grades 4-6) Quarterly Diagnostic Benchmarks for Math, Science, Social Studies, and ELA (grades 3-6)</td>
<td>Force Field Report C: Assessment Additional Data #1</td>
</tr>
<tr>
<td>Statutes and rules to be waived:</td>
<td>None</td>
<td>Force Field Report G: Environment Additional Data #2</td>
</tr>
<tr>
<td>Program Consolidation Plan:</td>
<td>N/A</td>
<td>Force Field Report G: Environment Additional Data #2</td>
</tr>
</tbody>
</table>
To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-becompleted action steps.
<table>
<thead>
<tr>
<th></th>
<th><strong>First Year Schools</strong></th>
<th><strong>Second Year Schools</strong></th>
<th><strong>Third Year and Beyond Schools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td><strong>Session 1:</strong> Getting Started</td>
<td>New Steering Team Member (optional)</td>
<td>New Steering Team Member (optional)</td>
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<tr>
<td></td>
<td><em>Local Mtgs: Rationale for Change</em></td>
<td>Session 1: Improvement Plan Implementation</td>
<td>Session 1: Kick-Off / Monitoring / Mentoring</td>
</tr>
<tr>
<td>Nov</td>
<td><strong>Session 2 Visioning</strong></td>
<td>Tech Training 1 (optional)</td>
<td>Tech Training 1 (optional)</td>
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<td></td>
<td><em>Tech Training 1 (two people per school)</em></td>
<td><em>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</em></td>
<td><em>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</em></td>
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<td></td>
<td><em>Local Mtgs: Visioning</em></td>
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<tr>
<td>Dec</td>
<td><strong>Session 3:</strong> Achievement Data Analysis</td>
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<td></td>
<td><em>Local Mtgs: Achievement Data Targets</em></td>
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<tr>
<td>Jan</td>
<td><strong>Session 4:</strong> Areas of Concern &amp; Research Assignments</td>
<td>Session 2: SIP Review &amp; Revision</td>
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<td></td>
<td><em>Local Mtgs: Areas of Concern</em></td>
<td><em>Local Mtgs: Sch. Imp. Plan Revision</em></td>
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<tr>
<td>Feb 3</td>
<td><strong>Session 6:</strong> InSAI Conference on Learning</td>
<td>InSAI Conference on Learning (optional)</td>
<td>InSAI Conference on Learning (optional)</td>
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<tr>
<td></td>
<td><em>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</em></td>
<td></td>
<td></td>
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<tr>
<td>Feb / Mar</td>
<td><strong>Session 7:</strong> (strategy chairs only) Strategy Plans</td>
<td>Session 3 (strategy chairs only): Writing Strategy Plans</td>
<td>Session 3: (strategy chairs only): Writing Strategy Plans</td>
</tr>
<tr>
<td></td>
<td><em>Tech Training 2 (two people per school)</em></td>
<td><em>Tech Training 2 (optional)</em></td>
<td><em>Tech Training 2 (optional)</em></td>
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<td></td>
<td><em>Strategy Task Force Mtg – Strategy Plans</em></td>
<td><em>Strategy Committees – Strategy Plans</em></td>
<td><em>Strategy Committees – Strategy Plans</em></td>
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<tr>
<td>Apr</td>
<td><strong>1st Fri. in April: All submissions due online</strong></td>
<td><strong>1st Fri. in April: All submissions due online</strong></td>
<td><strong>1st Fri. in April: All submissions due online</strong></td>
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<tr>
<td></td>
<td><strong>Session 7:</strong> Strategy Plan Review: One hour individual appointment</td>
<td><strong>Session 4:</strong> Strategy Plan Review: One hour individual appointment</td>
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</tr>
<tr>
<td>May</td>
<td><strong>1st Fri in May: Revisions due online</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>3rd Fri in May: Schools mail hardcopies (after status of all submissions is &quot;meets criteria&quot;)</strong></td>
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