School Improvement Plan - 2011-2012

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Lafayette Park Elementary Sch (2969)

Kokomo-Center Twp Con Sch Corp

Kokomo, 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

Lafayette Park 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 - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.

    - Academic expectations
    - Curriculum content
    - Instructional practices
    - Classroom assessment
    - Extra help
    - Student guidance
    - Learning environment

5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-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

- Marcy Brown - Teacher
- Marianne Christie - Teacher
- Kristen Downing - Teacher
- Sandi Ednie - Teacher
- Patrick Quillen - Administrator
- Sandi Quinton -
- Jackie Robertson - Parent/Guardian
- Tammy Tickfer - Teacher
- Doug Vaughn - Community Representative (Business)
- Kim WynKoop - School Counselor

Strategy Chairs

- Heather Baden
- Jill Canady
- Julie Cusick
- Amy Mueller
- Patrick Quillen
- Jackie Robertson
- Chantel Sullivan
- Tammy Tickfer

Community Council

- Skiler Berndt - Parent
- Elizabeth Bright - Parent
- Ed Brown - Parent
- Alicia Chapman - Parent
- Sabbatha Cogar - Parent
- Angela Cunningham - Parent
- Travis Ferrell - Parent, white, free, special ed
- Dana Fox - Parent
- Sunshine Funk - Parent
- Annette Harris - Parent
- Stephanie Hopson - Parent, white, reduced
- Jamie Horton - Parent
- Cresta Johnson - Parent, white, paid
- Beth Jones - Business, parent, 5, gen ed, paid
- Mary King - Grandparent, white, reduced
- Pam Kuczera - Parent
- Alyssa Lagoni - Parent
- Jeanette Landrum - Guardian, white, free, special ed
- Amy Langenderfer - Student teacher
- Robert Mason - Business
- Tammy McCartney - Parent, white
- Kristy McNeil - Parent, K, 3, gen ed,paid
- Kristine Mickle - Parent
- Rebekah Monroe - Parent, 1, gen ed, reduced
- Richard Myers - Parent
- Tammy Norman - Parent
- Nicole Parsons - Parent
- Charles Perkins - Step Parent
- Dan Pierce - Parent, white, reduced
- Laura Pierce - Parent, White, Reduced
- Thomas Reardon - Parent, white, paid
- James Richards - Parent
- Jackie Robertson - Parent, 4th
- Jon Rodgers - Parent
- Barbara Schten - School
- Doug Vaughn - Community Leader

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:

a healthy and safe environment where they are respected for their individuality. We believe all students deserve to be engaged and challenged with instruction that meets their individual needs and prepares them for the future and given the support to rise to those challenges. We believe all students deserve parents who are actively involved in their child's education at home and school. We believe all students deserve a well-structured environment in which they have the opportunity to learn without distractions. We believe all students deserve enthusiastic, motivating, and knowledgeable teachers who implement a variety of teaching strategies to reach all learners.

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 the school community value the importance of a quality education. All adults in school community have high expectations for student success and are advocates for student's rights for a successful education. Parents regularly attend school functions, student-led conferences, etc. and provide a supportive learning environment at home. Parents and teachers communicate on a regular basis. Teachers work collaboratively to ensure the success of each student as they progress through their school career. The community supports the school and provides opportunities for real world applications along with mentoring and volunteering. The community will also provide a monetary, tangible partnership to benefit the school.

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

All students will take responsiblity for their own learning. They will take pride in their work, value education and exhibit motivation for success. Students will be engaged in the learning process by focusing on instruction, showing enthusiasm, and not disrupting the learning environment. Students will be respectful toward themselves, adults, peers and the learning environment. Students will work collaboratively while tollerating and valueing others' points of view. Students will understand the relationship between school learning and a productive and satisfying future.

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

- % of students who pass ISTEP assessment: 100%
- % of students who read at grade level: 100%
- % of students who are at grade level on STAR Math and Reading: 100%
- % of students who score at grade level on IRDA: 100%
- % of students who perform at grade level on ACUITY: 100%
- % of students who score 100% on the Pre-Kids Kindergarten assessment: 100%
- % of students who do not receive discipline referrals: 100%
- % of students who who have perfect attendance: 100%
- % of students who receive passing grades on their report cards: 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.

1st Grade Students - Performing at Grade Level on STAR Math - Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		40	32	50		53		56		59		100

1st Grade Students - Reading at grade level on Early Literacy STAR Reading- Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		45	47	50		55		60		65		100

2nd Grade Students - Performing at Grade Level on STAR Math - Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		40	29	40		45		50		55		100

2nd Grade Students - Reading at grade level on Early Literacy STAR Reading- Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		45	49	50		55		60		65		100

3rd Grade Students - Master Problem Solving on ISTEP Math (seat data)

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	
	61	65	14	20		30		40		50		100

3rd Grade Students - Master Writing Applications on ISTEP (seat data)

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	
		60	53	56		59		62		65		100

3rd Grade Students - Reading At or Above Grade Level on STAR - Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51	54	49	54		57		60		63		100

4th Grade Students - Master Problem Solving ISTEP Math (seat data)

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	
	69	73	49	52		55		58		61		100

4th Grade Students - Master Writing Applications on ISTEP (seat data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		75	83	86		89		92		95		100

4th Grade Students - Reading At or Above Grade Level on STAR - Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51	54	48	55		60		65		70		100

5th Grade Students - Master Problem Solving ISTEP Math (seat data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73	76	67	70		73		76		79		100

5th Grade Students - Master Writing Applications on ISTEP (seat data)

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	77	80		83		86		89		100

5th Grade Students - Reading At or Above Grade Level on STAR - Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	52	56	51	55		60		65		70		100

All Students - Meeting Mastery Score on Math Prompt

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		55		60		65		100

All Students - Meeting Mastery Score on Writing Prompt - 4,5,6

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	
		45	47	50		55		60		65		100

Kindergarten Students - Performing at Grade Level on STAR Math - Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		45	50	55		60		65				100

Kindergarten Students - Reading at Grade Level on Early Literacy STAR - Spring Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		35	34	40		45		50		55		100

Special Education Students - Passing ISTEP Language Arts (AYP)

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	
61	49	59	55	62		72		82				100

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Student Discipline

71% of faculty, 53% of 3rd graders, 35% of Fourth Graders, and 17% of 5th graders feel that students' personal problems are interfering with learning. 8 out of 15 community respondents perceive LPE as having students with personal problems.

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

Schoolwide Reform Strategy-Summer Reading Program

Low achieving, at risk students will attend a reading program during the summer 2011 for three weeks, 4 days per week, 4 hours per day. During this time staff will work with students in small groups to provide grade level standards-based reading instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension). Students will be pre-post tested on STAR Reading. Progress will be monitored and charted. Results will be shared with parents in a report/letter sent home at the end of the program.
Impact Level: High Impact - Inside
Focus: General

Teachers Included in Assessment Decisions

During the fall and spring Community meetings for school improvement planning, teams of teachers, administrators and parents will review school based assessments and data. In addition, teachers will be expected to participate in bi-weekly grade level team meetings to review and analyze assessment data,to make decisions based upon results that will improve student achievement, and to link results to instructional strategies and methods. Data will be recorded and graphed on class analysis charts as well as on "data walls." Assessment data will be standards based and include ISTEP+, Acuity, STAR, IRDA, F&P, and/or Writing Prompts. Student progress toward mastering state standards will be monitored and reported to parents.
Impact Level: High Impact - Outside
Focus: General

Transition to Middle School

Transition activities for students leaving 5th grade and entering middle school (6th grade) include a middle school visit during the spring of the 5th grade year and a back to school visit prior to the start of 6th grade. During the spring visit, students will meet and talk with the principal and guidance counselor as well as visit each classroom in their rotation to talk with teachers. During the back to school visit, students and their families will be provided a meal, school tour, daily schedule, student information and an opportunity to meet the staff.
Impact Level: High Impact - Outside
Focus: General

Required Strategies

A. Parent Involvement: International Baccalaureate Program

Teachers will meet with parents in the fall to discuss the International Baccaureate (IB) curriculum and expectations. Students and parents will develop an understanding of the IB learner profile. The IB curriculum prepares students for the changing world; students experience real-world projects with a global focus. Students will study English, a foreign language, math, science,

writing, history, art and music. Students will become active and compassionate learners who understand other people and cultures. Students will use technology to interact with people from around the globe. The IB curriculum develops knowledgeable and caring students who work to create a better and more peaceful world.
Impact Level: High Impact - Outside
Focus: Specific

A. Parent Involvement: Literacy Services-Reading Night

A Reading Night will be held during the fall and spring semesters. We will have a book bingo in the fall and an author or guest speaker in the spring. During the spring reading night, grade level stations will be set up to teach parents how to help their children at home with reading. Parents will have opportunities to discuss reading strategies with teachers and staff. Parents will be given a survey to complete at the end of the Spring session to evaluate the effectiveness of the reading nights as well as to find out what type of follow up assistance would be beneficial.
Impact Level: High Impact - Outside
Focus: General

A. Parent Involvement: Plan, Review & Improve Schoolwide Plan

Parents will be involved in the planning, review and improvement of the Schoolwide Plan during family/community/staff meetings to be held during the Fall and Spring semesters. During the Fall meeting, the current plan will be reviewed while during the Spring meeting, the plan will be revised and improved for the following school year. Parents will have an opportunity to review the plan prior to the Fall meeting. The current Schoolwide Plan will be posted on the school website and sent home. Surveys will be sent to parents to collect input about the plan from those that cannot attend the meetings.Moreover,parents will be asked to evaluate the effectiveness of each parental involvement activity by completing surveys at the end of the activity.
Impact Level: High Impact - Outside
Focus: General

B. Educator Training - Parent Involvement

During the staff meetings in August and September, all staff will learn the importance of having parents involved in school activities, how to provide meaningful communication to parents, how to effectively work with parents, and how to coordinate the implemented programs that allow parents to become involved with the school community increasing ownership and pride.
Impact Level: High Impact - Outside
Focus: General

C. Outreach to Preschool Parent Involvement Programs

The principal and kindergarten teachers will submit copies of their monthly newsletters to Parent Enrichment Manager at Head Start. The newsletters will include information on what is happening at LPE as well as information for parents about the knowledge and skills that children need in order to be prepared for kindergarten, and reading/math activities for parents to engage in with their preschooler at home.
Impact Level: High Impact - Outside
Focus: General

E. Parent Information Resource Center Website

Parents will be provided with information about the parent information resource center website (www.fscp.org) in a newsletter and on the school website.
Impact Level: Low Impact
Focus: General

F. Encourage Rigorous Curriculum

Teachers will develop lessons aligned with the state curriculum grade level maps (9 week units). Students will be pre and post tested on the Acuity Diagnostic Curriculum Aligned tests to determine student needs. Based upon their performance on the Acuity pretest, students will receive differentiated daily instruction in small flexible groups on reading/language arts grade level standards. Students that have not mastered the standards on the post-test (80% or higher) will be provided additional intervention time. K-3 teachers will use STAR Early Literacy to assess and provide the same instruction.
Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Teachers will assess K-5 students mastery of mathematical standards- based problem solving skills weekly using a grade level benchmark performance assessment (math prompt). Using the data from the math prompt, teachers will collaborate during grade level team meetings to a develop a schedule and format for teaching a new math problem solving strategy each week. Through daily mini-lessons, teachers will model problem solving skills (multi-step ISTEP format) focused on the weekly problem. Students that are not proficient on the math prompt will be provided additional small group instruction 30 minutes per day 3 days per week (focused instructional time=fit) using scientifically researched based methods and strategies that strengthen the core academic math program (Saxon). Students will participate in individual conferences with the teacher to check for understanding and to discuss progress. Students that are proficient on the weekly math prompt will work on more complex, mulit-step math problems. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
Impact Level: High Impact - Inside
Focus: General

I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. After teachers assess students and analyze baseline data (mastery of grade level reading standards on a teacher made pre test), students will be organized into small flexible groups by skill/need. The teacher will use mini lessons and modeling with the whole class to initially teach standards and reading strategies. Depending upon their proficiency levels,students will be placed in small groups to receive intervention or enrichment activities for 30 minutes three days a week (focused instructional time=fit). Every 2 weeks the teachers will administer a teacher made post-test to determine mastery and /or improvement. Students that continue to struggle will be given additional assistance during individual conferences. Teachers will implement this intervention using scientifically researched based methods and strategies that strengthen the core academic reading program. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
Impact Level: High Impact - Inside
Focus: General

I. Focused Academic Area: Schoolwide Reform Strategy-Simple 6 Writing

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. All K-5 teachers will assess students with a standards based ISTEP format writing prompt four times a year to determine progress and growth. During grade level team meetings, teachers will analyze data and prepare units of study for each 9 week grading period. As part of the mini-lessons during Writing Workshop, all K-5 teachers will teach and model Simple 6 writing strategies. Simple Six strategies will be taught during the first 9 week grading period and then reininforced throughout the school year. Teachers will use a "15 Day Crunch" program in the spring prior to ISTEP testing. Students that are not proficient will receive additional instruction during individual conferences (10 minutes 3 days per week) provided by the classroom teacher. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help

us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
Impact Level: High Impact - Inside
Focus: General

J. Instruction by Highly Qualified Teachers: -Qualifications

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all high qualified teachers and professionals by communicating with them during meetings and parent conferences, and through newsletters, the school website and specific notification letters as needed. Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each staff meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. The principal will maintain a list of all teachers in the building that indicates whether or not each teacher holds a valid Indiana teaching license and that each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). All teachers are assigned to areas in which they are certified to teach. Currently, all teachers are highly qualified. All instructional paraprofessionals will be required to meet the requirements of NCLB by providing copies of college/university transcripts and/or providing documentation of a passing score on the ParaPro. The documentation will be reviewed by HR and the principal. Parents will be notified about the high quality status of all teachers on the schoolwebsite, in the school newsletter and during the annual parent meeting.
Impact Level: High Impact - Outside
Focus: General

J. Instruction by Highly Qualified Teachers: On-Going Professional Development-Instructional Facilitator

Ongoing support will be provided to staff to reduce teacher turnover and to improve teacher quality. Teachers, paraprofessionals and the principal will participate in monthly staff training sessions led by the Instructional Facilitator (coach). The focus of the training will be the Schoolwide Reform Strategies in the Schoolwide Plan. Specifically, staff will be trained to meet the individual needs of all students, particularly the lowest achieving students, through differentiated instruction methods. Ongoing and sustained professional development that is aligned with the school improvement goals will be provided weekly in the classrooms by the Instructional Facilitator who will model, mentor, coach, team teach and observe strategies being implemented.
Impact Level: High Impact - Inside
Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

Paraprofessionals are required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each paraprofessional meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. These requirements include having a minimum of 48 credit hours of university credit, or an associateâs degree from college, or successfully completing/passing the Parapro Test. When working with students, paraprofessionals are directly supervised a licensed certified teacher. To maintain and improve their skills and knowledge, paraprofessionals are provided ongoing, job-embedded opportunities for professional development by school staff.
Impact Level: Low Impact
Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by providing a supportive and caring environment and by providing professional development opportunities. The school website and newsletter will be used to promote community relations and provide information to attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program, professional colllaboration and planning time,and coaching by the Instructional Facilitator attracts high quality staff in a safe and secure learning environment.Experienced teachers will be recruited, assigned and retained to serve high needs students through an intensive selection and process. The principal will review the qualifications of staff and work with the Instructional Facilitator to provide extensive training. Only high quality staff will be assigned to work with the most at risk, low achieving students.
Impact Level: High Impact - Outside
Focus: General

L. Student Transition

Students,teachers and parents from Head Start and local preschool programs that feed into LPES will be invited to visit the kindergarten classrooms during the school day in late spring and early fall as part of the transition program. Parents will receive a copy of an informational Kindergarten DVD, get to meet Teachers will discuss the kindergarten curriculum in order to coordinate and align instruction for children transitioning from preschool to kindergarten. To better prepare preschool students for the kindergarten curriculum, preschool teachers and families will be given copies of the curriculum, including grade level expectations and skills needed by preschool students to be ready for kindergarten.the teachers and receive information for the upcoming school year.
Impact Level: High Impact - Outside
Focus: General

M. Parent Notice - Assessment Results

Individual reports of student performance on the ISTEP+ will be sent to every parent in their native language along with a letter that describes and interprets the ISTEP+ results and encourages parents to contact school staff with questions and concerns.Other individual assessment results from the IRDA, Fountas & Pinnell, and STAR will be sent to parents along with an explanation of the assessment and suggestions for parents. Parents may contact the school to meet with the teacher and/or principal to further discuss student performance on these assessments
Impact Level: High Impact - Outside
Focus: General

Q. School-Parent Involvement Policy

Parents are invited to participate in the development and review of the School-Parent Involvement Policy at the Annual Title I meeting. All parents are mailed a copy of the policy prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. Parents will also help plan, review and improve programs and the schoolwide plan during the meeting.
Impact Level: High Impact - Outside
Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The Parent Right to Know Letter, informing 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 IDOE's Parent Right-to-Know Checklist, is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter.
Impact Level: Low Impact
Focus: General

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

The Parent Right to Know Letter (Non Highly Qualified) is distributed in a timely fashion by the principal to parents of students who have been assigned, or been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.
Impact Level: Low Impact
Focus: General

S. School-Parent Compact

Our school develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students during parent conferences. Moreover, it is mailed to all parents.
Impact Level: High Impact - Outside
Focus: General

T. Annual Parent Meeting

Parents are invited to attend the annual Title I meeting to to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs, and to help them learn about curriculum, academic standards and assessments. Meetings are held at the school with sessions during the day and the evening. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and the School

Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. Parents will be asked to complete a survey that asseses the effectiveness of the school's parent involvement programs. The results of the Annual Review will be discussed. Documentation including an agenda and a parent sign-in sheet will be kept in a school planning binder.
Impact Level: High Impact - Outside
Focus: General

U. Focused Student Group: Special Education Students

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Students will receive 30 minutes per day of small group intensive literacy instruction that focuses on improving vocabulary, phonemic awareness, phonics, fluency, comprehension and writing strategies/ skills. Progress will be monitored with work samples, informal reading assessments and writing prompts; data will be analyzed and linked to modifications in instruction. Each student will set reading and writing goals for the school year and record his/her progress on data charts. Students will share data with parents during student led conferences. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
Impact Level: High Impact - Inside
Focus: Specific

W. Timely Additional Assistance: Small Group Literacy Instruction

All students will be assessed to determine proficiency levels (ISTEP, Acuity, STAR, and Fountas &Pinnell). Students who are in need of an intervention will receive 30 minutes of small group intensive instruction by Title I staff that focuses on individual needs for improving vocabulary, phonemic awareness, phonics, fluency, comprehension and writing strategies/ skills. Lessons will be differentiated by support staff based upon skill level, learning style and grade level. We will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles. Progress will be monitored with work samples and informal reading assessments (F&P);data will be analyzed and linked to modifications in instruction. Each student will set reading goals for the school year. Students will share data with parents during student led conferences. The timely additional assistance will be coordinated with the Response to Intervention process for identifying, serving, and monitoring students that require Tier 2 and 3 interventions. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.
Impact Level: High Impact - Inside
Focus: General

W. Timely Additional Assistance: Student Mentoring-Project 30

All students will be assessed to determine levels of proficiency. Based upon assessment results and staff recommendations, when students are not achieving, students will be assigned to an adult community mentor. Students will benefit by having a positive adult role model as well as additional academic assistance. This program will be implemented by Project 30(a community based program) and assisted by Title 1 paraprofessional. Mentors will meet with students on a weekly basis for 30 minutes during nonacademic time. Mentors will assist students with schoolwork provided by the classroom teacher. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.
Impact Level: High Impact - Outside
Focus: General

Strategy Data

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

Required Strategies

A. Parent Involvement: Literacy Services-Reading Night

% of parents who report an increase in understanding of reading strategies they can do at home after attending parent night

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

F. Encourage Rigorous Curriculum

% of teachers implementing small flexible grouping for reading/language arts instruction

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

I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

% of teachers who are providing additional problem solving instruction daily

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100		100	

I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction

% of teachers who group students by abilities and needs for reading.

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	

I. Focused Academic Area: Schoolwide Reform Strategy-Simple 6 Writing

% of teachers utilizing Simple Six

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%	

% of teachers will show an increase on class analysis sheet in the targeted area of Interesting Words/Descriptive Sentences from required schoolwide writing prompts

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: Special Education Students

% of teachers providing 30 minutes per day of small group intensive literacy instruction

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100		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 strategyâs "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers implementing small flexible grouping for reading/language arts instruction **Person**: Pat Quillen
Jun 20, 2011: Primary Professional Development **Person**: Pat Quillen
Jun 30, 2011: Intermediate Professional Development **Person**: Pat Quillen
Jul 7, 2011: Programme of Inquiry **Person**: Pat Quillen
Aug 1, 2011: Development of rigorous curriculum will occur after training in IB. **Person**: Pat Quillen
Oct 31, 2011: Training IB Primary and Intermediate **Person**: Pat Quillen
Nov 30, 2011: Collect fall data: % of teachers implementing small flexible grouping for reading/language arts instruction **Person**: Pat Quillen
Jun 30, 2012: Collect spring data: % of teachers implementing small flexible grouping for reading/language arts instruction **Person**: Pat Quillen

Focused Academic Area

Aug 30, 2011: All K-5 teachers will implement a writing prompt three times per year for all students to assess growth **Person**: Teachers
Aug 30, 2011: During grade level team meetings, teachers will analyze data and prepare untis of study for each nine week grading period. **Person**: Teachers
Aug 30, 2011: Teachers will provide individualized Simple Six instruction to students who require remediation throughout the year **Person**: Teachers
Aug 31, 2011: Administering and Grading Math Prompts **Person**: Pat Quillen
Aug 31, 2011: Grade Level Reading Instruction **Person**: grade level teachers
Sep 15, 2011: Adminster and score fall math prompt **Person**: grade level teachers
Sep 15, 2011: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Sep 15, 2011: Group student by ability/need based on assessment results **Person**: grade level teachers
Sep 15, 2011: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Sep 30, 2011: Collect fall math prompt data from all grade levels **Person**: Julie Wiley
Oct 15, 2011: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Oct 15, 2011: Group student by ability/need based on assessment results **Person**: grade level teachers
Oct 15, 2011: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Nov 1, 2011: During grade level team meetings, teachers will analyze data and prepare untis of study for each nine week grading period. **Person**: Teachers
Nov 15, 2011: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Nov 15, 2011: Group student by ability/need based on assessment results **Person**: grade level teachers
Nov 15, 2011: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Nov 30, 2011: Collect fall data: % of teachers utilizing Simple Six **Person**: Jill Canady
Nov 30, 2011: Collect fall data: % of teachers who are providing additional problem solving instruction daily **Person**: Chantel Sullivan
Nov 30, 2011: Collect fall data: % of teachers who group students by abilities and needs for reading. **Person**: Heather Baden
Nov 30, 2011: Collect fall data: % of teachers will show an increase on class analysis sheet in the targeted area of Interesting Words/Descriptive Sentences from required schoolwide writing prompts **Person**: Jill Canady

Dec 15, 2011: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Dec 15, 2011: All K-5 teachers will implement a writing prompt three times per year for all students to assess growth **Person**: Teachers
Dec 15, 2011: Group student by ability/need based on assessment results **Person**: grade level teachers
Dec 15, 2011: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Jan 3, 2012: During grade level team meetings, teachers will analyze data and prepare untis of study for each nine week grading period. **Person**: Teachers
Jan 15, 2012: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Jan 15, 2012: Adminster and score winter math prompt **Person**: grade level teachers
Jan 15, 2012: Group student by ability/need based on assessment results **Person**: grade level teachers
Jan 15, 2012: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Jan 31, 2012: Collect winter math prompt data from all grade levels **Person**: Renee Miller
Feb 1, 2012: Teachers will prepare activities for the "15 Day Crunch" **Person**: Teachers
Feb 15, 2012: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Feb 15, 2012: Group student by ability/need based on assessment results **Person**: grade level teachers
Feb 15, 2012: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Mar 6, 2012: During grade level team meetings, teachers will analyze data and prepare untis of study for each nine week grading period. **Person**: Teachers
Mar 15, 2012: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Mar 15, 2012: Group student by ability/need based on assessment results **Person**: grade level teachers
Mar 15, 2012: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Apr 8, 2012: During grade level team meetings, teachers will analyze data and prepare untis of study for each nine week grading period. **Person**: Teachers
Apr 15, 2012: Adminster and score reading assessment every 2 weeks **Person**: grade level teachers
Apr 15, 2012: Adminster and score spring math prompt **Person**: grade level teachers
Apr 15, 2012: All K-5 teachers will implement a writing prompt three times per year for all students to assess growth **Person**: Teachers
Apr 15, 2012: Group student by ability/need based on assessment results **Person**: grade level teachers
Apr 15, 2012: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Apr 30, 2012: Collect spring math prompt data from all grade levels **Person**: Jodi Schoolman
May 15, 2012: Teacher collaboration to a develop a schedule and format for weekly math problem solving activities **Person**: grade level teachers
Jun 30, 2012: Collect spring data: % of teachers utilizing Simple Six **Person**: Jill Canady
Jun 30, 2012: Collect spring data: % of teachers who are providing additional problem solving instruction daily **Person**: Chantel Sullivan
Jun 30, 2012: Collect spring data: % of teachers who group students by abilities and needs for reading. **Person**: Heather Baden
Jun 30, 2012: Collect spring data: % of teachers will show an increase on class analysis sheet in the targeted area of Interesting Words/Descriptive Sentences from required schoolwide writing prompts **Person**: Jill Canady

Focused Student Group

Aug 11, 2011: Using assessment data to group students for interventions **Person**: Title I and teachers
Sep 1, 2011: Establish student performance goals **Person**: Teachers and students
Sep 1, 2011: Professional Development for additional literacy interventions **Person**: Title I
Oct 13, 2011: Using assessment data to group students for interventions **Person**: Title I and teachers
Nov 3, 2011: Establish student performance goals **Person**: Teachers and students
Nov 3, 2011: Professional Development for additional literacy interventions **Person**: Title I
Nov 30, 2011: Collect fall data: % of teachers providing 30 minutes per day of small group intensive literacy instruction **Person**: Amy Mueller
Dec 15, 2011: Using assessment data to group students for interventions **Person**: Title I and teachers
Jan 5, 2012: Establish student performance goals **Person**: Teachers and students
Jan 5, 2012: Professional Development for additional literacy interventions **Person**: Title I
Feb 16, 2012: Using assessment data to group students for interventions **Person**: Title I and teachers
Mar 8, 2012: Establish student performance goals **Person**: Teachers and students
Mar 8, 2012: Professional Development for additional literacy interventions **Person**: Title I

Apr 19, 2012: Using assessment data to group students for interventions **Person**: Title I and teachers
Jun 30, 2012: Collect spring data: % of teachers providing 30 minutes per day of small group intensive literacy instruction **Person**: Amy Mueller
Oct 28, 2012: Student Led Conferences **Person**: Teachers and students

Parent Involvement

Aug 30, 2011: Discuss/Plan Reading Night Activities (Book Bingo) at Grade Level Meetings **Person**: Julie Cusick/Tammy Tickfer
Sep 15, 2011: Send Book Bingo Information to Parents **Person**: Julie Cusick/Tammy Tickfer
Sep 30, 2011: Order Materials For Book Bingo **Person**: Julie Cusick/Tammy Tickfer
Nov 30, 2011: Collect fall data: % of parents who report an increase in understanding of reading strategies they can do at home after attending parent night **Person**: Julie Cusick
Dec 26, 2011: Discuss/Plan Reading Night Activities (Author Visit) at Grade Level Meetings **Person**: Julie Cusick/Tammy Tickfer
Feb 15, 2012: Order Materials For Author Visit **Person**: Julie Cusick/Tammy Tickfer
Mar 1, 2012: Send Author Visit Information to Parents **Person**: Julie Cusick/Tammy Tickfer
Mar 1, 2012: Survey Parents at the Author Visit event to evaluate the effectiveness of the reading nights as well as to find out what type of follow up assistance would be beneficial **Person**: Julie Cusick/Tammy Tickfer
Jun 30, 2012: Collect spring data: % of parents who report an increase in understanding of reading strategies they can do at home after attending parent night **Person**: Julie Cusick

Student Transition

Aug 9, 2011: Preparation of materials for upcoming year **Person**: Teachers
Aug 11, 2011: Parent meetings for incoming parents **Person**: Principal
Apr 20, 2012: Organize pre-school visits to Kindergarten classrooms **Person**: Teachers
May 20, 2012: School visits by preschool students **Person**: Director of Head Start

Timely Additional Assistance

Aug 1, 2011: Mentor Training **Person**: Bridges and Project 30 Director
Sep 1, 2011: Teachers assess student needs for selection **Person**: Teachers and Social Worker
Sep 5, 2011: Mentor Training **Person**: Bridges and Project 30 Director
Sep 8, 2011: Assign mentors to students **Person**: Program coordinator
Sep 8, 2011: Mentor Welcome Meeting **Person**: Program Coordinator
Sep 15, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Sep 15, 2011: Assist classroom teachers in administering assessments **Person**: Julie Cusick/Tammy Tickfer
Sep 16, 2011: Select students for small group intervention **Person**: Julie Cusick/Tammy Tickfer
Sep 22, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Sep 29, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Oct 3, 2011: Mentor Training **Person**: Bridges and Project 30 Director
Oct 6, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Oct 13, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Oct 20, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Oct 27, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Oct 30, 2011: Monitor student progress and discuss with classroom teachers **Person**: Julie Cusick/Tammy Tickfer
Nov 3, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Nov 7, 2011: Mentor Training **Person**: Bridges and Project 30 Director
Nov 10, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Nov 10, 2011: Assign mentors to students **Person**: Program coordinator
Nov 17, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Nov 24, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Nov 30, 2011: Monitor student progress and discuss with classroom teachers **Person**: Julie Cusick/Tammy Tickfer
Dec 1, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Dec 5, 2011: Mentor Training **Person**: Bridges and Project 30 Director
Dec 8, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Dec 15, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Dec 22, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Dec 29, 2011: Assign activities for mentors and students **Person**: Classroom Teacher
Dec 30, 2011: Monitor student progress and discuss with classroom teachers **Person**: Julie Cusick/Tammy Tickfer

Jan 2, 2012: Mentor Training **Person**: Bridges and Project 30 Director
Jan 5, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Jan 12, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Jan 12, 2012: Assign mentors to students **Person**: Program coordinator
Jan 19, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Jan 26, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Jan 30, 2012: Monitor student progress and discuss with classroom teachers **Person**: Julie Cusick/Tammy Tickfer
Feb 2, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Feb 6, 2012: Mentor Training **Person**: Bridges and Project 30 Director
Feb 9, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Feb 16, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Feb 23, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Mar 1, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Mar 1, 2012: Monitor student progress and discuss with classroom teachers **Person**: Julie Cusick/Tammy Tickfer
Mar 5, 2012: Mentor Training **Person**: Bridges and Project 30 Director
Mar 8, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Mar 15, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Mar 15, 2012: Assign mentors to students **Person**: Program coordinator
Mar 22, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Mar 29, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Apr 1, 2012: Monitor student progress and discuss with classroom teachers **Person**: Julie Cusick/Tammy Tickfer
Apr 2, 2012: Mentor Training **Person**: Bridges and Project 30 Director
Apr 5, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Apr 12, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Apr 19, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
Apr 26, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
May 1, 2012: Monitor student progress and discuss with classroom teachers **Person**: Julie Cusick/Tammy Tickfer
May 3, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
May 7, 2012: Mentor Training **Person**: Bridges and Project 30 Director
May 10, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
May 15, 2012: Assist classroom teachers in administering end of year assessments **Person**: Julie Cusick/Tammy Tickfer
May 17, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
May 24, 2012: Assign activities for mentors and students **Person**: Classroom Teacher
May 31, 2012: Assign activities for mentors and students **Person**: Classroom Teacher

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.

A. Parent Involvement: Literacy Services-Reading Night

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum

Intermediate Professional Development

Brief Description: Training IB in Atlanta

Intended Participants: Teachers, Administrators

Date: Jun 30, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Corporation

Does this activity occur during the school day? No

Primary Professional Development

Brief Description: Training on IB in St. Louis for Primary Teachers

Intended Participants: Teachers, Administrators

Date: Jun 20, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Corporation

Does this activity occur during the school day? No

Programme of Inquiry

Brief Description: Training IB Primary and Intermediate

Intended Participants: Teachers, Administrators

Date: Jul 7, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Corporation

Does this activity occur during the school day? No

Training IB Primary and Intermediate

Brief Description: continuation of training on Programme of Inquiry for Primary and Intermediate

Intended Participants: Teachers, Administrators

Date: Oct 31, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Corporation

Does this activity occur during the school day? No

I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

Administering and Grading Math Prompts

Brief Description: During grade level meetings each grade level will review with new teachers the process used to administer and grade the Math prompts

Intended Participants: Teachers

Date: Aug 31, 2011

Activity Purpose: Information, Skill Building

Activity Format: Peer Coaching

Funding: NA

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction

Grade Level Reading Instruction

Brief Description: During grade level meetings each grade level will review with new teachers the process for grade level reading instruction

Intended Participants: Teachers

Date: Aug 31, 2011

Activity Purpose: Information, Skill Building

Activity Format: Peer Coaching

Funding: NA

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy-Simple 6 Writing

No professional development is needed for this strategy.

L. Student Transition

No professional development is needed for this strategy.

U. Focused Student Group: Special Education Students

Professional Development for additional literacy interventions

Brief Description: Teachers and support staff will receive training on new and current literacy strategies and interventions.Teachers will also have suppor in the form of coaching from Title I Staff and teacher leaders.

Intended Participants: Teachers, Other

Dates: Sep 1, 2011; Nov 3, 2011; Jan 5, 2012; Mar 8, 2012

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving

Funding: General Fund

Does this activity occur during the school day? Yes

W. Timely Additional Assistance: Small Group Literacy Instruction

No professional development is needed for this strategy.

W. Timely Additional Assistance: Student Mentoring-Project 30

No professional development is needed for this strategy.

Relationship Report:
Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Student Discipline

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 4th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 5th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Student Mentoring-Project 30

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement: Literacy Services-Reading Night
- A. Parent Involvement: Plan, Review & Improve Schoolwide Plan
- A. Parent Involvement: International Baccalaureate Program

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Master Writing Applications on ISTEP (seat data)
- 3rd Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 4th Grade Students -- Master Writing Applications on ISTEP (seat data)
- 4th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 5th Grade Students -- Master Writing Applications on ISTEP (seat data)
- 5th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 4th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 5th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 4th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 5th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 4th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 5th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment

Strategies to Impact This Concern:

- Teachers Included in Assessment Decisions
- F. Encourage Rigorous Curriculum

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Performing at Grade Level on STAR Math - Spring Assessment
- 1st Grade Students -- Reading at grade level on Early Literacy STAR Reading- Spring Assessment
- 2nd Grade Students -- Performing at Grade Level on STAR Math - Spring Assessment
- 2nd Grade Students -- Reading at grade level on Early Literacy STAR Reading- Spring Assessment
- 3rd Grade Students -- Master Problem Solving on ISTEP Math (seat data)
- 3rd Grade Students -- Master Writing Applications on ISTEP (seat data)
- 3rd Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 4th Grade Students -- Master Problem Solving ISTEP Math (seat data)
- 4th Grade Students -- Master Writing Applications on ISTEP (seat data)
- 4th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- 5th Grade Students -- Master Problem Solving ISTEP Math (seat data)
- 5th Grade Students -- Master Writing Applications on ISTEP (seat data)
- 5th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment
- All Students -- Meeting Mastery Score on Math Prompt
- All Students -- Meeting Mastery Score on Writing Prompt - 4,5,6
- Kindergarten Students -- Performing at Grade Level on STAR Math - Spring Assessment
- Kindergarten Students -- Reading at Grade Level on Early Literacy STAR - Spring Assessment
- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Schoolwide Reform Strategy-Summer Reading Program
- I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction
- I. Focused Academic Area: Schoolwide Reform Strategy-Simple 6 Writing
- I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers: On-Going Professional Development-Instructional Facilitator
- J. Instruction by Highly Qualified Teachers: -Qualifications

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Reading at grade level on Early Literacy STAR Reading- Spring Assessment
- 2nd Grade Students -- Reading at grade level on Early Literacy STAR Reading- Spring Assessment
- 3rd Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- 5th Grade Students -- Master Problem Solving ISTEP Math (seat data)
- 5th Grade Students -- Master Writing Applications on ISTEP (seat data)
- 5th Grade Students -- Reading At or Above Grade Level on STAR - Spring Assessment

Strategies to Impact This Concern:

- Transition to Middle School
- L. Student Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Students

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Small Group Literacy Instruction
- W. Timely Additional Assistance: Student Mentoring-Project 30

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?	Kokomo Center School Corporation Central Office. The curriculum is based on Indiana State Standards.
B. What rules or statutes would you like to waive in order to promote student learning? ● 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. Incentives for perfect attendance. Conferencing with parents of students who have excessive absences.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity: Online testing component that predicts student preparedness for ISTEP. Grades 3-5 STAR Early Literacy: Grades K-2. Assesses student reading levels STAR Reading: Grades 3-5. Assesses student reading level Fountas and Pinnell: Grades K-5. More individualized assessment for student reading level. STAR Math: Grades 3-5 Assesses student Math level
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Acuity: Online testing component that predicts student preparedness for ISTEP. Grades 3-5 STAR Early Literacy: Grades K-2. Assesses student reading levels STAR Reading: Grades 3-5. Assesses student reading level Fountas and Pinnell: Grades K-5. More individualized assessment for student reading level. ISTEP
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Lafayette Park Elementary coordinates funding sources and chooses not to coordinate funds.

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