

School Improvement Plan - 2011-2012

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Taylor Primary School (2895)

Taylor Community School 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

Taylor Primary School

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

- Indiana Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Making

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Tara Beals - Teacher
- Erin Casper - Teacher
- Jenny Drang - Teacher
- April Frazier - Teacher
- Kristy High - Teacher
- Alyson Huston - Teacher
- JoDee Keene - Community Representative (Business)
- JoDee McClish - Community Representative (Business)
- Kathi Minick - Parent/Guardian
- Janet Parker - School Counselor
- Shannon Richards - Administrator
- Erin Salyers - Parent/Guardian
- Teri Stokes - Teacher
- Sue Walker - Teacher
- Kristi Welsh - Teacher

Strategy Chairs

- Tara Beals
- Erin Casper
- Alyson Huston
- Shannon Richards
- Teri Stokes
- Kristi Welsh

Community Council

-
-
-
- Fran Benham - Youth Service Organization - Brookside Church
- Tami Berner - parent
- Erin Casper - Staff
- Aubray Deckard - parent
- Jenny Drang - Teacher
- Jane Foesch - teacher/sub
- Kristy High - Teacher
- Carey Howerton - parent
- Denise Isaac - Parent
- Jodi Keene - Parent
- Linda Kellar - teacher and board member wife
- Kathi Minick - parent
- Kim Owens - business
- Janet Parker - Counselor
- Bill Pointer - Parent and Sub Teacher
- Jackie Prather - business
- Bob Richards - parent
- Shannon Richards - Principal
- Doris Richardson - community
- Erin Salyers - parent
- Tammy Shane - step parent
- Paula Shook - parent
- Tim Shook - parent
- Bill Stokes - Parent
- Joelle Townsend - substitute teacher
- Joan Walls - community member
- Jim Welsh - business
- Kristi Welsh - teacher, parent
- Jamie Wise - parent

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe that all students deserve a safe, structured, caring environment in which qualified personnel offer creative educational experiences that utilize the best practices and available technology to create classrooms with positive, appealing climates. We believe that teachers should meet students where they are in regard to ability, using differentiation within the classroom to accommodate students' needs. We believe that all students be held to high expectations and deserve a rigorous curriculum which aides students in reaching their highest potential. Such a curriculum should be based on data-driven practices and requires discipline, motivation, and problem solving. We promote a love of the arts, student success, and enjoyment in learning. We believe that all students deserve respect that embraces cultural, ability, and ideological differences as well as offer opportunities for personal growth through service activities designed to develop honest, caring, and responsible citizens.

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 educators are licensed personnel who offer a challenging curriculum with motivational and creative activities that address various learning styles. Teachers strive to keep informed of current research for best practices and commit to using computers and technology for instruction and student learning. All teachers, parents, and community members place a high value on education and communicate this by participating in educational activities with students. Adults have clearly defined rules and expectations for behavior along with logical consequences and problem solving strategies to deal with misbehavior. Adults also have high expectations for student effort and progress which assists in students meeting their highest potential. We believe student progress should be frequently assessed and proper interventions should be implemented to enable student growth. Adults are positive role models who respect and value others while encouraging and acknowledging the personal best efforts made by students. Parents and teachers communicate through frequent notes, via email and telephone calls, and in many classes with a daily notebook which is signed by parents. Adults establish relationships with individual students in order to be a mentor and a confidante. Community members read to students, tutor, and provide resources, support, and career information.

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, all students arrive at school each day on time and well fed and rested. The students exhibit responsibility, self-motivation, and self-confidence through good listening and on-task behaviors. The students demonstrate respect for all with well-mannered, empathetic behavior which results in little or no discipline problems. The students are realistic in their acceptance of life's circumstances, yet are also future-focused in their quest to achieve high expectations. All stakeholders work together to encourage good character, organization, and a sense of community within the school setting.

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

- % of students who 3rd graders mastering ISTEP essential skills: 100%
- % of students who % of students at or above grade level-reading: 100%
- % of students who % of students at or above grade level-math: 100%

Academic Goals

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

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

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

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

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

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

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

3rd grade - Passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual											
72	72	74	73	76		78		80		82		

3rd Grade - Passing ISTEP+ Language Arts

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual											
74	74	76	74	76		80		82		84		

Grades 1-3 - Students will perform at grade level on math (measured by mastery grades)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual											
				65		68		71		74		

K-3 - Students will read at grade level by the end of the school year (by DIBELS criteria)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual											
				65	66	68		71		74		100

Special Education Students - Passing Language Arts ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual											
			43	47		51		55		59		100

Special Education Students - Passing Math ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual											
			50	53		56		59		62		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... teachers need more support to use data to drive instruction more effectively.

The assessments currently in use are showing a lack of correlation between classroom data used and student achievement.

We are concerned that... there is a lack of opportunity for professional development for teachers in current reading research and instruction

In meetings with our Reading Coordinator, teachers have expressed concern about how to approach the upcoming ninety minute reading block, and implementation of current reading research for the improvement of instruction.

We are concerned that... There is a lack of parent involvement in assisting children to meet grade level reading requirements.

Thirty-five percent of K-3 students are not reading at grade level.

We are concerned that... students need daily reading interventions

Benchmark and ISTEP data, as well as acuity data indicate areas of need.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

Reading Assessment

All students K-3 will be benchmarked 3 times per year using DIBELS NEXT with TRC. Classroom teachers will be led by an assessment team of certified staff, trained to assess their own classes, and progress monitor children according to their level of intervention needs. Students with intensive needs are progress monitored every week and strategic needs are every 2 weeks.

Impact Level: High Impact - Inside

Focus: Specific

Reading Communication to Parents

The reading team will inform all parents at the school open house about the state-mandated 90-minute reading block and its components as they apply to our building framework. During that meeting, stakeholders will be informed of upcoming round-robin sessions that instruct, inform, or assist families in understanding their child's progress, reading needs, or strategies in reading to make school-to-home connections. These sessions will occur following the first benchmark period for students. A pamphlet and/or reading newsletter will be sent home throughout the year to inform stakeholders of ongoing information regarding reading instruction and strategies.

Impact Level: High Impact - Outside

Focus: Specific

Tier 2 Reading

Students will be identified for Title 1 services through benchmark assessment using DIBELS with TRC performed by the assessment team. They will be provided intervention during a daily 20-30 minute pull-out session using a scripted intervention series (My Sidewalks).

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

A licensed reading specialist will administer intervention in a pull-out session for 20-30 minutes in a group that is no more than 3 students. The intervention will be geared to the individual areas of deficiency based on current progress monitoring.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Data Driven Instruction

Teachers will be provided quality professional development in using data to make instructional decisions for students. Professional development will be provided by the reading specialist and the regional service center, as well as the state department of education. The training is already in progress and will continue through the summer if we are awarded the MCLASS grant, and throughout the school year. Teacher-trainers and teacher-experts will also be used. Teachers will receive assessment training by the DOE and Wireless Generation in July of 2011.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Fluency

Classroom teachers will give direct instruction in grade level FRY word lists to every student, grades K-3. FRY words are 300 words that appear in over 65% of all text. This will happen daily during the 90-minute uninterrupted reading block. Teachers will introduce the words and will use the following - centers-based activities, word walls, and other methods, varying on grade level and student need.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Tier 1 Core Reading

All classroom and special education teachers will be administering instruction in an uninterrupted 90-minute block that focuses on the "BIG 5" (phonics, comprehension, phonemic awareness, fluency, vocabulary). This time will include a thirty minute flexible grouping time during which the teacher will be assisted by a paraprofessional. A reading specialist will be in the classroom one time each week in addition, for differentiation and assessment. The staff will apply the reading strategies and assessment information across the curriculum to improve all academic delivery. Strategies include, but are not limited to, center-based activities, whole and small group instruction, differentiation, and teacher modeling.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Service

Students who are identified by the school psychologist as qualifying to receive special education services will be serviced in the least restrictive environment. The student will be assigned to a resource teacher and then as a result of a conference involving teachers, parents, and administration, an IEP will be created for the student. This plan will be used to drive the students instruction. All teachers who work with the student will receive a copy of the IEP and modifications will be made in all general education settings as necessary for each child's IEP. Students will receive services in the general education classroom and the resource room based on the level of service necessary for the success of the student. Their services will not be based on grade level standards, but rather each student's present level of performance based on the state standards. Each IEP will be written to address the skills/standards the student needs to develop. The resource staff will work with the general education teachers and the administration to ensure that the programs are focused on student learning and challenge students on their level.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Local Strategies

Reading Assessment

Survey Responses that show % of teacher making data driven instructional decisions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50%			

Reading Communication to Parents

Number of hits on website link

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	200			

Percentage of parent signature on return slip from newsletter

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	70%			

Percentage of students returning responses

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	70%			

Number of parent signatures on sign-in sheet from open house

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
125	300			

Tier 2 Reading

Percentage of Title I staff implementing the scripted intervention series 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
0	100			

Required Strategies

F. Encourage Rigorous Curriculum: Data Driven Instruction

The percent of teachers who attend 3 explicit trainings.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50		100	

I. Focused Academic Area: Reading Fluency

Survey responses of percent of teachers implementing the instruction of FRY words 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
0	70%		85%	

I. Focused Academic Area: Tier 1 Core Reading

Survey responses that show the % of teachers implementing the 90 minute reading block

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50%		100 %	

Survey responses that show the % of teachers implementing instruction of the Big 5

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

Number of hours spent in classroom by Title 1 staff per week providing tools and environment for 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
8	40		50	

U. Focused Student Group: Special Education Service

Frequency count of grade team meetings completed collaboratively

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

To-Do List

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

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

Encourage Rigorous Curriculum

- ✓ **Apr 1, 2011:** Collect baseline data: The percent of teachers who attend 3 explicit trainings. **Person:**
- Jul 29, 2011:** Wireless Generation Training **Person:** Shannon Richards
- Jul 29, 2011:** Wireless Generation Training **Person:** Shannon Richards
- Aug 1, 2011:** Reading team training for MCLASS data collection and interpretation **Person:** Erin Casper and trainer team
- Aug 18, 2011:** Contacting various educational facilities to find professional development options **Person:** Shannon Richards
- Oct 1, 2011:** Webinars from IDOE **Person:** Shannon Richards
- Oct 1, 2011:** Webinars from IDOE **Person:** Shannon Richards
- Nov 30, 2011:** Collect fall data: The percent of teachers who attend 3 explicit trainings. **Person:**
- Jun 30, 2012:** Collect spring data: The percent of teachers who attend 3 explicit trainings. **Person:**

Focused Academic Area

- Apr 1, 2011:** Collect baseline data: Number of hours spent in classroom by Title 1 staff per week providing tools and environment for instruction **Person:** Erin Casper
- Apr 1, 2011:** Collect baseline data: Survey responses of percent of teachers implementing the instruction of FRY words daily **Person:** Erin Casper
- Apr 1, 2011:** Collect baseline data: Survey responses that show the % of teachers implementing instruction of the Big 5 **Person:** Erin Casper
- Apr 1, 2011:** Collect baseline data: Survey responses that show the % of teachers implementing the 90 minute reading block **Person:** Erin Casper
- Aug 18, 2011:** Compile FRY word list for educators **Person:** Erin Casper
- Aug 18, 2011:** Create center-based activities using FRY words **Person:** Erin Casper
- Aug 18, 2011:** Create student assessments for FRY words **Person:** Erin Casper
- Aug 18, 2011:** Implement 90 minute reading plan **Person:** Shannon Richards
- Aug 18, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Aug 25, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Sep 1, 2011:** Educators implement the teaching of FRY words **Person:** Erin Casper
- Sep 1, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Sep 1, 2011:** Use of Grade level meetings to inform teachers **Person:** Shannon Richards
- Sep 8, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Sep 15, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Sep 15, 2011:** Training in flexible grouping **Person:** Erin Casper
- Sep 15, 2011:** Training on the "Big 5" **Person:** Erin Casper
- Sep 22, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Sep 29, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Oct 6, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Oct 13, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Oct 20, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Oct 27, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Nov 3, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Nov 10, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Nov 17, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Nov 24, 2011:** Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper
- Nov 30, 2011:** Collect fall data: Number of hours spent in classroom by Title 1 staff per week providing tools and environment for instruction **Person:** Erin Casper

Nov 30, 2011: Collect fall data: Survey responses of percent of teachers implementing the instruction of FRY words daily **Person:** Erin Casper

Nov 30, 2011: Collect fall data: Survey responses that show the % of teachers implementing instruction of the Big 5 **Person:** Erin Casper

Nov 30, 2011: Collect fall data: Survey responses that show the % of teachers implementing the 90 minute reading block **Person:** Erin Casper

Dec 1, 2011: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Dec 8, 2011: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Dec 15, 2011: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Dec 22, 2011: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Jan 5, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Jan 12, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Jan 19, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Jan 26, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Feb 2, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Feb 9, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Feb 16, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Feb 23, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Mar 1, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Mar 8, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Mar 15, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Mar 22, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Mar 29, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Apr 5, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Apr 12, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Apr 19, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Apr 26, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

May 3, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

May 10, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

May 17, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

May 24, 2012: Reading specialist will model instructional strategies for teachers each week. **Person:** Erin Casper

Jun 30, 2012: Collect spring data: Number of hours spent in classroom by Title 1 staff per week providing tools and environment for instruction **Person:** Erin Casper

Jun 30, 2012: Collect spring data: Survey responses of percent of teachers implementing the instruction of FRY words daily **Person:** Erin Casper

Jun 30, 2012: Collect spring data: Survey responses that show the % of teachers implementing instruction of the Big 5 **Person:** Erin Casper

Jun 30, 2012: Collect spring data: Survey responses that show the % of teachers implementing the 90 minute reading block **Person:** Erin Casper

Focused Student Group

✓ **Apr 1, 2011:** Collect baseline data: Frequency count of grade team meetings completed collaboratively **Person:** Alyson Huston

May 31, 2011: Schedule development **Person:** Erin Casper

Jun 6, 2011: INDIANA IEP training **Person:** Alyson Huston

Aug 18, 2011: Joint team case conferences **Person:** Shannon Richards

Sep 15, 2011: Joint team case conferences **Person:** Shannon Richards

Oct 20, 2011: Joint team case conferences **Person:** Shannon Richards

Nov 17, 2011: Joint team case conferences **Person:** Shannon Richards

Nov 30, 2011: Collect fall data: Frequency count of grade team meetings completed collaboratively **Person:** Alyson Huston

Dec 15, 2011: Joint team case conferences **Person:** Shannon Richards

Jan 19, 2012: Joint team case conferences **Person:** Shannon Richards

Feb 16, 2012: Joint team case conferences **Person:** Shannon Richards

Mar 15, 2012: Joint team case conferences **Person:** Shannon Richards

Apr 19, 2012: Joint team case conferences **Person:** Shannon Richards

May 17, 2012: Joint team case conferences **Person:** Shannon Richards

Jun 30, 2012: Collect spring data: Frequency count of grade team meetings completed collaboratively **Person:** Alyson Huston

Reading Assessment

Apr 1, 2011: Collect baseline data: Survey Responses that show % of teacher making data driven instructional decisions **Person:** Erin Casper
Sep 30, 2011: Administer M-Class 3 times per year **Person:** Erin Casper
Sep 30, 2011: First test administration will be done by trained seals (professionals) **Person:** Erin Casper
Sep 30, 2011: M-Class training **Person:** Erin Casper
Nov 30, 2011: Collect fall data: Survey Responses that show % of teacher making data driven instructional decisions **Person:** Erin Casper
Dec 2, 2011: Administer M-Class 3 times per year **Person:** Erin Casper
Feb 3, 2012: Administer M-Class 3 times per year **Person:** Erin Casper
May 1, 2012: Administer M-Class 3 times per year **Person:** Erin Casper
Jun 30, 2012: Collect spring data: Survey Responses that show % of teacher making data driven instructional decisions **Person:** Erin Casper

Reading Communication to Parents

Apr 1, 2011: Collect baseline data: Number of hits on website link **Person:** David Gibson
Apr 1, 2011: Collect baseline data: Number of parent signatures on sign-in sheet from open house **Person:** Kristi Welsh
Apr 1, 2011: Collect baseline data: Percentage of parent signature on return slip from newsletter **Person:** JoDee McClish
Apr 1, 2011: Collect baseline data: Percentage of students returning responses **Person:** JoDee McClish
Aug 1, 2011: Coordinate incentives **Person:** Kristy High
Aug 18, 2011: Planning time for parent night coordination **Person:** Shannon Richards
Aug 22, 2011: Child care coordination for families to participate **Person:** Kristy High
Sep 20, 2011: Count of people via sign-in list **Person:** Jo Dee McClish
Nov 30, 2011: Collect fall data: Number of hits on website link **Person:** David Gibson
Nov 30, 2011: Collect fall data: Number of parent signatures on sign-in sheet from open house **Person:** Kristi Welsh
Nov 30, 2011: Collect fall data: Percentage of parent signature on return slip from newsletter **Person:** JoDee McClish
Nov 30, 2011: Collect fall data: Percentage of students returning responses **Person:** JoDee McClish
Jun 30, 2012: Collect spring data: Number of hits on website link **Person:** David Gibson
Jun 30, 2012: Collect spring data: Number of parent signatures on sign-in sheet from open house **Person:** Kristi Welsh
Jun 30, 2012: Collect spring data: Percentage of parent signature on return slip from newsletter **Person:** Shannon Richards
Jun 30, 2012: Collect spring data: Percentage of students returning responses **Person:** JoDee McClish

Tier 2 Reading

✓ **Apr 1, 2011:** Collect baseline data: Percentage of Title I staff implementing the scripted intervention series daily **Person:** Erin Casper
Aug 18, 2011: Implement Scripted Intervention Series **Person:** Erin Casper
Aug 18, 2011: Staff Support **Person:** Erin Casper
Nov 30, 2011: Collect fall data: Percentage of Title I staff implementing the scripted intervention series daily **Person:** Erin Casper
Jun 30, 2012: Collect spring data: Percentage of Title I staff implementing the scripted intervention series daily **Person:** Erin Casper

Tier 3 Reading

Sep 30, 2011: Implement Tier 3 pull-out **Person:** Erin Casper

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.

Reading Assessment

M-Class training

Brief Description: Staff will be trained in administering M-Class assessment

Intended Participants: Teachers, Administrators, Other

Date: Sep 30, 2011

Activity Purpose: Information

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

Funding: DOE Grant

Does this activity occur during the school day? Yes

Reading Communication to Parents

No professional development is needed for this strategy.

Tier 2 Reading

No professional development is needed for this strategy.

Tier 3 Reading

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Data Driven Instruction

Reading team training for MCLASS data collection and interpretation

Brief Description: Reading team training for MCLASS data collection and interpretation

Intended Participants: Teachers, Administrators

Date: Aug 1, 2011

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Presentation

Funding: Grant pending through IDOE

Does this activity occur during the school day? No

Webinars from IDOE

Brief Description: Teachers will be using webinars from IDOE as available

Intended Participants: Teachers

Date: Oct 1, 2011

Activity Purpose: Skill Building

Activity Format: Other

Funding: IDOE

Does this activity occur during the school day? Yes

Webinars from IDOE

Brief Description: Teachers will be using webinars from IDOE as available

Intended Participants: Teachers

Date: Oct 1, 2011

Activity Purpose: Skill Building

Activity Format: Other

Funding: IDOE

Does this activity occur during the school day? Yes

Wireless Generation Training

Brief Description: Teacher team training on MCLASS and TRC for reading and math

Intended Participants: Teachers, Administrators, Other

Date: Jul 29, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: grant

Does this activity occur during the school day? No

Wireless Generation Training

Brief Description: Teacher team training on MCLASS and TRC for reading and math

Intended Participants: Teachers, Administrators, Other

Date: Jul 29, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: grant

Does this activity occur during the school day? No

I. Focused Academic Area: Reading Fluency

No professional development is needed for this strategy.

I. Focused Academic Area: Tier 1 Core Reading

Training in flexible grouping

Brief Description: Literacy coach and Title I director will train grade level teams in class and teams on how to group and administer instruction in flexible groupings.

Intended Participants: Teachers, Students

Date: Sep 15, 2011

Activity Purpose: Skill Building

Activity Format: Presentation, Other

Funding: Title I and general fund

Does this activity occur during the school day? Yes

Training on the "Big 5"

Brief Description: Teachers will receive information and modeling in classrooms and team meetings on the reading BIG 5. Higher order questioning, differentiation, and response to instruction will also be taught.

Intended Participants: Teachers

Date: Sep 15, 2011

Activity Purpose: Skill Building

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

Funding: Title I and general fund

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education Service

INDIANA IEP training

Brief Description: INDIANA IEP training

Intended Participants: Teachers

Date: Jun 6, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... teachers need more support to use data to drive instruction more effectively.

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- Reading Assessment
- F. Encourage Rigorous Curriculum: Data Driven Instruction

We are concerned that... there is a lack of opportunity for professional development for teachers in current reading research and instruction

Data Targets Influenced by This Concern:

- 3rd Grade -- Passing ISTEP+ Language Arts
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP

Strategies to Impact This Concern:

- Reading Assessment
- I. Focused Academic Area: Tier 1 Core Reading

We are concerned that... There is a lack of parent involvement in assisting children to meet grade level reading requirements.

Data Targets Influenced by This Concern:

- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)

Strategies to Impact This Concern:

- Reading Communication to Parents

We are concerned that... students need daily reading interventions

Data Targets Influenced by This Concern:

- 3rd Grade -- Passing ISTEP+ Language Arts
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP

Strategies to Impact This Concern:

- Reading Assessment
- Tier 2 Reading
- Tier 3 Reading

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Data Driven Instruction

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- Reading Assessment
- Tier 3 Reading
- I. Focused Academic Area: Tier 1 Core Reading
- I. Focused Academic Area: Reading Fluency

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Service

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?	School website, The TCSC Central Office, and Taylor Primary School office.
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	NONE
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, We reward students with incentives
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>DIBELS- progress monitoring tool and benchmark tool</p> <p>Acuity- grades 2 and 3 (pilot for 2)- diagnostic and predictive tool for progress in math and LA</p> <p>IRAT- LA progress benchmarks for grades K and 1</p> <p>Grade level assessments</p>

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 2012-2013 school year