



School Improvement Plan - 2016-2017

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Rockport-Ohio Elem Sch

South Spencer County Sch Corp
Rockport, 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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OVERVIEW

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

- Indiana Rules and Regulations
- Title I - Targeted Assistance School

Organizational Structure

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 School Improvement 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.

Steering Team

- Kari Coomes - Teacher
- Kari Ford - Principal
- Jana Grose - Teacher
- Patsy Harpenau - School Counselor
- Lori Kenney - Teacher
- Mary Rosen - Parent
- Jennifer Scarbrough - Teacher
- Tom Utter - Economic Development

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement 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 for decisions related to school improvement.

School Improvement Council

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 School Improvement Council.

School Improvement Process

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

Discussion 1: Rationale for Raising Student Achievement

Discussion 2: Common Vision for High Student Success

Discussion 3: Data Analysis & Achievement Goals

Discussion 4: Data Analysis & Root Causes

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

Discussion 5: Interventions

Data-Driven Decision-Makings

The Vision-to-Action improvement 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. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2016-2017 school year. Questions about the School Improvement Plan should be directed to the building principal.

SCHOOL IMPROVEMENT PLAN COMPONENTS

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. 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.

OUR VISION STATEMENT

We believe all students deserve:

Academic Achievement for All
Positive relationships by practicing mutual respect
Celebration of the diversity of learning styles and cultures
A safe environment Where each child, each day, is a success!

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

The adults in our community want to improve the lives of our students and create a culture of life-long learners by modeling a love for learning and teaching. Counselors, teachers and administrators enjoy working with students. A system of collegiality exists in which everyone joins forces to collectively solve problems and put in place strategies to help students learn. All adults are able to refer students with personal and /or social problems that interfere with learning to the SAT/PBIS Team.

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

All students have high expectations of themselves and are actively involved in their learning. Students accept ownership and responsibility for their education. In addition they are able to recognize their strengths and challenges. Students are excited to pursue academics beyond Rockport Elementary. Students will leave with the ability to reflect and skills to solve challenging real world problems. Students leave motivated with strong self-esteem and approach learning with clear purpose and appropriate expectations.

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

- % of students who Meet mastery at a grade level or make a year's growth in English and Math: 100%
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PART 2: 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 College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) 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 School Improvement Council (including parents) first identified a small number of **Priority Areas for Improvement** (PAI). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the PAIs and created specific SMART Goals focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad PAI. Both the PAIs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

IMPORTANT: Each Priority Area for Improvement (PAI) is followed by its SMART Goal(s). The title for the PAI indicates the PAI focus, subject and student grades. 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.

OUR GOALS

PAI 1: Student Proficiency (Pass Rate) (Math; KG, 1, 2, 3, 4, 5; Top 75%)

PAI Focus:	Student Proficiency (Pass Rate)
Subject:	Math
Grade(s):	KG, 1, 2, 3, 4, 5
Subgroup or Improvement Focus:	Top 75%
Rationale:	in accordance with focus we are watching the testing performance with the top 75 %

SMART GOALS:

**Percent of the students in Grade K passed the Math Portion of the NWEA assessment.
(Grade KG; All Students)**

Grade:	KG
Demographics:	All Students

Benchmark: Percent of the students in Grade K passed the Math Portion of the NWEA assessment.

Completion date: June 30, 2017

	Actual	Target	Vision
Data:			
Year:	2016	2017	
Month:	May	May	
%:	96%	96%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

**Percent of the students in Grade 1 passed the Math portion of the NWEA assessment.
(Grade 1; All Students)**

Grade: 1

Demographics: All Students

Benchmark: Percent of the students in Grade 1 passed the Math portion of the NWEA assessment.

Completion date: June 30, 2017

	Actual	Target	Vision
Data:			
Year:	2016	2017	
Month:	May	May	
%:	57%	60%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

**Percent of the students in Grade 2 passed the Math portion of the NWEA assessment.
(Grade 2; All Students)**

Grade: 2

Demographics: All Students

Benchmark: Percent of the students in Grade 2 passed the Math portion of the NWEA assessment.

Completion date: June 30, 2017

	Actual	Target	Vision
Data:			
Year:	2016	2017	
Month:	May	May	
%:	64%	67%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Percent of students at grade 3 are passing Math ISTEP. (Grade 3; All Students)

Grade:	3
Demographics:	All Students
Benchmark:	Percent of students at grade 3 are passing Math ISTEP.
Completion date:	June 30, 2017

Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	
	Month:	May	May	May	May	
	%:	82%	64%	%	67%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Percent of students at grade 4 passed the Math ISTEP. (Grade 4; All Students)

Grade:	4
Demographics:	All Students
Benchmark:	Percent of students at grade 4 passed the Math ISTEP.
Completion date:	June 30, 2017

Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	
	Month:	May	May	May	May	
	%:	87%	72%	%	75%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Percent of the students in Grade 5 passed the Math ISTEP. (Grade 5; All Students)

Grade:	5
Demographics:	All Students
Benchmark:	Percent of the students in Grade 5 passed the Math ISTEP.
Completion date:	June 30, 2017

Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	
	Month:	May	May	May	May	
	%:	82%	64%	%	67%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

PAI 2: Student Proficiency (Pass Rate) (English / Language Arts; KG, 1, 2, 3, 4, 5; Top 75%)

PAI Focus:	Student Proficiency (Pass Rate)
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Subject: English / Language Arts

Grade(s): KG, 1, 2, 3, 4, 5

Subgroup or Improvement Focus: Top 75%

Rationale: in accordance with focus we are watching the testing performance with the top 75 %

SMART GOALS:

**Percent of the students in Grade K passed the ELA portion of the NWEA assessment.
(Grade KG; All Students)**

Grade:	KG																		
Demographics:	All Students																		
Benchmark:	Percent of the students in Grade K passed the ELA portion of the NWEA assessment.																		
Completion date:	June 30, 2017																		
Data:		<table border="1"><thead><tr><th></th><th>Actual</th><th>Target</th><th>Vision</th></tr></thead><tbody><tr><td>Year:</td><td>2016</td><td>2017</td><td></td></tr><tr><td>Month:</td><td>May</td><td>May</td><td></td></tr><tr><td>%:</td><td>96%</td><td>96%</td><td>100%</td></tr></tbody></table>		Actual	Target	Vision	Year:	2016	2017		Month:	May	May		%:	96%	96%	100%	
	Actual	Target	Vision																
Year:	2016	2017																	
Month:	May	May																	
%:	96%	96%	100%																

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

**Percent of the students in Grade 1 passed the ELA portion of the NWEA assessment.
(Grade 1; All Students)**

Grade:	1																		
Demographics:	All Students																		
Benchmark:	Percent of the students in Grade 1 passed the ELA portion of the NWEA assessment.																		
Completion date:	June 30, 2017																		
Data:		<table border="1"><thead><tr><th></th><th>Actual</th><th>Target</th><th>Vision</th></tr></thead><tbody><tr><td>Year:</td><td>2016</td><td>2017</td><td></td></tr><tr><td>Month:</td><td>May</td><td>May</td><td></td></tr><tr><td>%:</td><td>59%</td><td>62%</td><td>100%</td></tr></tbody></table>		Actual	Target	Vision	Year:	2016	2017		Month:	May	May		%:	59%	62%	100%	
	Actual	Target	Vision																
Year:	2016	2017																	
Month:	May	May																	
%:	59%	62%	100%																

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

**Percent of the students in second grade passed the ELA portion of the NWEA assessment.
(Grade 2; All Students)**

Grade:	2		
Demographics:	All Students		
Benchmark:	Percent of the students in second grade passed the ELA portion of the NWEA assessment.		

Completion date: June 30, 2017

	Actual	Target	Vision
Data:			
Year:	2016	2017	
Month:	May	Jun	
%:	87%	90%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Percent of the students in Grade 3 passed ELA ISTEP. (Grade 3; All Students)

Grade: 3

Demographics: All Students

Benchmark: Percent of the students in Grade 3 passed ELA ISTEP.

Completion date: June 30, 2017

	Actual	Actual	Actual	Target	Vision
Data:					
Year:	2014	2015	2016	2017	
Month:	May	May	May	May	
%:	81%	83%	%	86%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Percent of the students in 4th grade passed ELA ISTEP. (Grade 4; All Students)

Grade: 4

Demographics: All Students

Benchmark: Percent of the students in 4th grade passed ELA ISTEP.

Completion date: June 30, 2017

	Actual	Actual	Actual	Target	Vision
Data:					
Year:	2014	2015	2016	2017	
Month:	May	May	May	May	
%:	89%	62%	%	65%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Percent of students in Grade 5 passed ELA ISTEP. (Grade 5; All Students)

Grade: 5

Demographics: All Students

Benchmark: Percent of students in Grade 5 passed ELA ISTEP.

Completion date: June 30, 2017

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Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	
	Month:	May	May	May	May	
	%:	78%	58%	%	61%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

PART 3: Root Causes (comprehensive needs assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals

Root Causes

Instruction and Curriculum- There is a need for the school to create curriculum maps.

Assessment: Communication of standards being taught and assessed to parents and students.

SMART Goal: Percent of the students in Grade K passed the Math Portion of the NWEA assessment. (Grade KG; All Students)

Root Causes

**SMART Goal: Percent of the students in Grade 1 passed the Math portion of the NWEA assessment.
(Grade 1; All Students)**

Root Causes

**SMART Goal: Percent of the students in Grade K passed the ELA portion of the NWEA assessment.
(Grade KG; All Students)**

Root Causes

**SMART Goal: Percent of the students in Grade 2 passed the Math portion of the NWEA assessment.
(Grade 2; All Students)**

Root Causes

SMART Goal: Percent of students at grade 3 are passing Math ISTEP. (Grade 3; All Students)

Root Causes

SMART Goal: Percent of students at grade 4 passed the Math ISTEP. (Grade 4; All Students)

Root Causes

SMART Goal: Percent of the students in Grade 5 passed the Math ISTEP. (Grade 5; All Students)

Root Causes

**SMART Goal: Percent of the students in Grade 1 passed the ELA portion of the NWEA assessment.
(Grade 1; All Students)**

Root Causes

**SMART Goal: Percent of the students in second grade passed the ELA portion of the NWEA
assessment. (Grade 2; All Students)**

Root Causes

SMART Goal: Percent of the students in Grade 3 passed ELA ISTEP. (Grade 3; All Students)

Root Causes

SMART Goal: Percent of the students in 4th grade passed ELA ISTEP. (Grade 4; All Students)

Root Causes

SMART Goal: Percent of students in Grade 5 passed ELA ISTEP. (Grade 5; All Students)

Root Causes

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Attendance Policy

Rockport Elementary Handbook Page 11-12: Attendance Policy for Rockport Elementary School is below: <http://www.sspencer.k12.in.us/pdf/RE/2016REhandbook.pdf>

The Intervention that we will use will be to positively reward students for being in attendance. This intervention will be used for all grade levels. Homeroom teachers will track the percentage of students who are present each day. At the end of the week, each classroom per grade that has the highest percentage of students in attendance for the week will win the traveling trophy. Students will attend a monthly incentive and recognition program. At the end of each month, students with perfect attendance will be announced and rewarded at the monthly assembly. In addition, the homeroom with the highest percentage of perfect homeroom attendance for the month will win the school's traveling trophy for the month. Attendance will be monitored and classroom teachers will monitor their classroom's perfect attendance.

High Ability Plan

High Ability Plan: Students will... ELA K-2: Publish nonfiction book with table of contents and glossary, begin to conduct research items, read chapter books, create posters/projects to show problem and solution

Grade 3: Honors reading, power point presentations, essay contest, target groups, publish illustrations and author books, study Island, spelling bees

Grade 4: Tall Tales, autobiography, historical fiction, poetry, position papers, surveys, research papers, short stories, classified ads, cards, distance learning activities, state and National Poetry/essay contests, book clubs, book talks, geography bee

Grade 5: Bound books, photo essays, plays, set design, poetry book reports, essays, letters, research papers, short stories or tall tales, classified ads, cards, distance learning activities, state and National Poetry, essay contests, book club, geography bee, science fair projects

MATH: K-2: Conduct experiments and gather data to share with other students, compare and contrast numbers above 100, gather data from real world problems and graph or chart results, understand basic concepts of geometry, attributes of shapes and how they change

Grade 3: Math facts, study island, constructed response, Barter Fair

Grade 4: Graphing and designing figures, construction of 3-D figures, designing maps, study of various math careers, study of economics, cooking projects, Indiana Math League Contest, Daily Oral Math, surveys and organizing data, hands on equations

Grade 5: Money sense projects, working with numbers, family project, measuring, geometric designs, Indiana Math League Contest, Hands on equations, special projects, contests.

Parent Involvement and Cultural Competency

We are going to work to get more parents involved in the school. Parents will attend school functions and events. We will offer food, drawings/giveaways, and fun activities at our events to try to increase our parental involvement. We will communicate more effectively to parents using many different types of communication such as the following: tweet posts about the school on our website, Classroom Newsletters, School Marque, Emails, Notes Home, Connect Ed. Messages. By using different means and styles of communication, we are able to address many different cultures. Teachers will attach the standards that are taught to each report card and send them home every nine weeks so parents know what the students learn throughout each grading period.

Events we will try to get parents more involved in: PTO, Holiday Celebrations, Educational Nights, Open House, Title One Presentation Meetings.

Reading Plan

Map a Reading curriculum using the new reading series adopted in 2016 as a resource. At Rockport Elementary School, the main Reading series is the Journeys 2017. This is the core program for Tier 1. At Rockport Elementary School, each grade level K-5 has at least a 90 minute reading block. In addition to the Reading Block, students who are not showing mastery can be referred to the Title One Teacher and the Response to Intervention Team. An additional 30 minute targeted intervention is an option for those students who have not mastered the skills. At Rockport Elementary School, each grade level gives formative assessments and monitors the progress. They all use the NWEA assessment tool as well as STAR Reading. At Rockport Elementary School, professional development is delivered. Teachers receive professional development on integrating technology and the technology plan into the Reading core curriculum. Teachers receive professional development on the reading series as well as the e-learning resources with that series.

At Rockport Elementary School, the teachers believe that communication to the parents/guardians is essential. Teachers communicate students' assessment results with the parents/guardians. Remediation is very important and our Title One Teacher, Title One Assistants, Special Education Teachers, and Special Education Assistants help to provide remediation needed at Rockport Elementary School. This also includes students who are not showing mastery on IREAD assessments as well.

All of our teachers at Rockport Elementary School are Highly Qualified Teachers.

We transition our Kindergarten students and have a Kindergarten Round Up. We also have a Pre School program at our school.

Safe and Disciplined Learning Environment

Our school is a Positive Behavior Intervention and Supports school going on 2 years of implementation. We will post our procedures and expectations in the following areas around the building: all classrooms, cafeteria, gym, hallways, bathroom, and playground. Teachers model appropriate behaviors and procedures in a positive way. Our students will be able to earn Rebel Bucks when they are caught by a staff member positively displaying the character traits. The Rebel Bucks can be redeemed for passes such as a lunch with the teacher or principal.

PREPARATION

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions 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.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Intervention: Attendance Policy

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Attendance Plan Professional Development	Auditory	✓			✓		
Monthly Incentive Recognition Programs for Attendance	Auditory	✓				✓	

Intervention: Reading Plan

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Journey's Reading Series Webinar	Visual			◀	◀	◀	◀
Title One Parent Night	Visual			◀			

Intervention: Parent Involvement and Cultural Competency

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Communication Methods	Visual	↙		↙			

Intervention: Safe and Disciplined Learning Environment

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Positive Behavior Intervention	Auditory	✓		✓	✓		
PBIS Team Meetings	Auditory	✓		✓	✓	✓	✓

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Thu, Aug 25, 2016	Safe and Disciplined Learning Environment	Professional Development	PBIS Team Meetings	PBIS Team
Thu, Sep 1, 2016	Reading Plan	Professional Development	Journey's Reading Series Webinar	Journey's Representative
Tue, Sep 6, 2016	Safe and Disciplined Learning Environment	Professional Development	Positive Behavior Intervention	PBIS Team
Thu, Sep 15, 2016	Reading Plan	Professional Development	Title One Parent Night	Administrator and Title One Teacher
Fri, Sep 30, 2016	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team
Fri, Oct 28, 2016	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team
Fri, Nov 25, 2016	Parent Involvement and Cultural Competency	Professional Development	Communication Methods	Faculty
Fri, Dec 16, 2016	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team
Fri, Jan 27, 2017	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team
Fri, Feb 24, 2017	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team
Fri, Mar 24, 2017	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team
Fri, Apr 28, 2017	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team
Thu, May 18, 2017	Attendance Policy	Professional Development	Monthly Incentive Recognition Programs for Attendance	Administration and PBIS Team

APPENDICES

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the Root Cause, SMART Goals, and Interventions. For each Root Cause, the report shows 1) the SMART Goals that will be positively impacted when the Root Cause is successfully addressed and 2) the Interventions that will enable the school to successfully address the Root Cause.

Root Cause: Instruction and Curriculum- There is a need for the school to create curriculum maps.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- High Ability Plan
- Reading Plan

Root Cause: Assessment: Communication of standards being taught and assessed to parents and students.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Parent Involvement and Cultural Competency
- Reading Plan

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2015-2016

Indiana Rules and Regulations

<p>A Where is the public copy of your school's curriculum located? (PL221) Please use data from 2015-2016</p>	<p>Corporation Office</p>
<p>B What rules or statutes would you like to waive in order to promote student learning? (PL221)</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. <p>Please use data from 2015-2016</p>	<p>We are not requesting that any statutes and rules be waived at this time.</p>
<p>C Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2015-2016</p>	<p>Yes. We ran an attendance contests based on data from previous year from January through March</p>
<p>D List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. (PL221) Please use data from 2015-2016</p>	<p>NWEA - formative assessment given in the Fall, Winter, and Spring adjusts per student ability by adapting questions. STAR - Given in Fall, Winter, and Spring. Tied to AR reading goals. WIDA - Used for ESL students CoGat - Utilized for identifying High Ability Students.</p>

Title I SW & TAS

<p>E List the needs assessments used in your school to help you identify areas that are interfering with learning Please use data from 2015-2016</p>	<p>NWEA Map ISTEP+</p>
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Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Start Up for the 2015-2016 school year.

MONTH	ORIGINAL PLAN Year 1 Schools	REVIEW & REVISE Annual Update Schools
August	Steering Team	Organizational Structure Update
September	School Improvement Council	Intervention Kick Off
October	Data Collection <ul style="list-style-type: none"> • Achievement • Root cause • Data Collection 	Achievement
November	Prep: Discussion 1 Intro	Intervention Progress
December	Prep: Discussion 2 Vision	Intervention Progress
January	Prep: Discussion 3 Goals	Prep: Discussion 1 Goals Update
February	Prep: Discussion 4 Root Causes	Prep: Discussion 2 Root Causes Update
March	Prep: Discussion 5 Intervention Selection	Prep: Discussion 3 Intervention Update
April	Intervention Preparation	Intervention Preparation