

September 2014

Greenfield-Central Community School Corporation

School Weston Elementary School
Address 140 Polk Street
City/State/Zip Greenfield, Indiana 46140
Phone 317-462-1492
Corporation # 3125
Grades K-3
Enrollment 335

School Improvement Plan

2013-2016

(2013-2014/2014-2015/2015-2016)

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School Improvement Plan

Required components of IC 20-10.2-3-3 and IC 20-10.2-3-5
2014

Weston Elementary
140 Polk Avenue
Greenfield, Indiana 46140

Greenfield Central Community School Corporation (3125)

Grades: K-3
Enrollment: 335

NARRATIVE DESCRIPTION OF THE SCHOOL, COMMUNITY, AND THE EDUCATIONAL PROGRAMS

Weston is a K-3 school in a suburban setting located on the west side of Greenfield, Indiana, along US 40. The building was named after the subdivision, Weston Village. It borders streets that were named after United States presidents in concentric circles.

The original structure of Weston Elementary was built in 1953. At that time, Weston had six classrooms serving students in grade 1 –6. Cafeteria services were not available; therefore, students were released for lunch. In 1972, two kindergarten rooms as well as other grade level classrooms were built with an open architectural concept design and a gym. The second addition, consisting of rooms numbered 107-212 and the cafeteria, was completed in 1981 to accommodate additional students with the phasing out of Riley Elementary. A third renovation took place in 1997. In addition to adding two Kindergarten rooms and building walls in an area previously designed with an open concept, the heating plant was replaced and the entire building air-conditioned.

The most recent addition was the addition of a kitchen to prepare food on the premises and a new cafeteria for the students which was ready for use at the start of the 2009-2010 school year.

The current student population at Weston is approximately 360 students. This is a population which has a population turnover rate which is higher than one would expect during the year and from spring to fall. The Weston staff includes:

One Principal
One Secretary
One Health Assistant

One Library Assistant
Fifteen Classroom Teachers
One Speech/Language Pathologist here 3 days a week
One Resource Teacher
One Art Teacher here 1.5 days a week
One Music Teacher here 2 days a week
One Music Teacher here 1 day a week
One Physical Education Teacher here 3 days a week
One Social Worker
Seven Instructional Assistants
One Technology Resource Assistant here 2 days a week
Literacy Coach once every three days
Five Kitchen Personnel
Two Custodians

Weston presently has fifteen classrooms, two computer labs, library, gym with a raised stage area, office area with two conference rooms and four smaller rooms for instruction/programs.

Weston's curriculum has followed Indiana's Academic Standards provided by the State Department of Education and is moving to the Common Core Standards. Weston's students have diverse educational needs. Resource students receive direct instruction, tutorial assistance or consultant services part of each day and are mainstreamed into the regular education classroom for the remainder of the school day. Enrichment opportunities are provided for the gifted and talented students in grade 3.

Weston students start entering their classrooms at 7:30 with the instructional school day beginning at 7:40 a.m. and concluding at 2:00 p.m. Some students are provided bus services. After school care is offered until 6:00 p.m. through the YMCA program.

Each fall during Weston's American Education Week Open House, the Weston Parent Teacher Organization provides assistance to coordinate a Chili Supper and Book Fair for the students and community. In the spring, students and families enjoy Weston's Spring Carnival that is sponsored by the PTO as well as an Ice Cream Social in conjunction with a Spring Book Fair.

DESCRIPTION AND LOCATION OF CURRICULUM

Weston's curriculum follows the Academic Standards provided by the Indiana Department of Education and the Greenfield-Central Community School Corporation's curriculum documents. Representatives from various grade levels develop these local curricula in the year preceding each content area's textbook adoption cycle.

The corporation's elementary teachers have taken the Indiana Academic Standards and clustered them into core, power, and empower classifications for mathematics. Our faculty has developed the writing standards into a pacing guide for each grade level.

The K-3 reading program is the Scott Foresman Reading Streets Program which is a research based program. The Math program is Everyday Math which is a researched based program as well.

Students have diverse educational needs. Efforts to meet those needs through a Response To Instruction model are ongoing. Special Education services are provided through direct instruction, tutorial assistance, or consultation. Enrichment/GT opportunities are provided for identified students.

Supplemental programs support the curriculum. They include:

- Cadet Teachers from Greenfield-Central High School
- Barney Bear Study Skills by the School Social Worker
- Bullying prevention and intervention by the School Social Worker
- Purdue Extension recycling program
- Social Skills Program by Social Worker
- ReadUp

ASSESSMENT INSTRUMENTS TO BE USED IN ADDITION TO ISTEP+

Assessment plays a critical role in the education of Weston's students. By utilizing a variety of assessment tools, students' strengths and growth areas can be determined. Results of assessment activities provide us with information to diagnose needs, identify needed instructional practices, and direct any remediation efforts.

Students in grade 3 take the ISTEP+. Information from ISTEP+ is summarized later in this document. Students with an Individual Education Plan (I.E.P.) may be given accommodations when taking the ISTEP+ test. A student's I.E.P. may be modified based on the results of these assessments.

Some students take the appropriate version of the IREAD test for their grade level.

Students at Weston Elementary may be given the STAR reading assessment to measure their level of comprehension and to establish a reading range where a student will have success. These reading scores allow students to select books in their target areas for the Accelerated Reader computer program.

Students (1-3) are presently assessed three times a year in math (EDM) and reading (Scott Foresman). There are additional tests through the year that allow students to demonstrate their knowledge in these subjects and guide instruction.

Students in kindergarten through second grade are presently assessed three times a year with the Dynamic Indicators of Basic Early Literacy Skills, mCLASS reading and mCLASS math assessments. Results from these benchmark assessments are used to develop individualized interventions for students. These programs are also used to progress monitor students' growth between benchmark assessments. This helps guide instruction and intervention to best meet each child's needs.

Second grade students are given the InView test in the spring. The data obtained will be utilized in determining possible placement in the corporation's gifted and talented language arts program. Based on student test scores, students may be recommended by their parents or teachers to take an additional test. The results of this assessment, the InView, and a Renzuli rating scale are used to determine a child's potential placement in the G/T programs, Quest and Stretch.

Students in grade three will take the Acuity Assessment three times a year for reading and math. This is a computer assisted assessment that assesses students in a similar way to the ISTEP+. This helps students become familiar with this type of assessment, and it allows teachers immediate feedback on students' needs to help drive their instruction. They also take the SRI (Scholastic Reading Inventory) three times a year.

Student progress is available online through PowerSchool and/or paper by request, throughout the academic school year. Reporting is done using a Standards Based Report Card at all grade levels. Students with IEPs receive reports on their progress toward their annual goals four times a year. Other assessments used by the faculty include, but are not limited to, the following:

- Checklists using grade level standards
- Unit tests from reading series
- Teacher observations
- Chapter tests
- Projects
- Demonstrations
- Oral reports
- Writing benchmarks at the beginning and end of the year
- Accelerated Reader quizzes
- Teacher-created tests
- Portfolio for each student

PARENT SURVEY

In order to update and gain current data for the school improvement plan, the Weston Elementary staff agreed that the information obtained through a new parent survey would provide necessary information to continue to help guide the instructional practices here at Weston.

The survey was composed of 5 sections which dealt specifically with the following areas: *Communication, School Atmosphere, The Classroom, School Discipline and Safety, and Parental Involvement*. Each section included questions that required a multiple choice answer as well as the opportunity for parents to include comments specifically relating to each target area.

The information obtained from the results were generally positive. In regards to *Communication*, the results indicated that the respondents were pleased with the communication practices that occur at Weston Elementary. Additionally, the participants completing the survey noted positive comments/results in regards to *School Atmosphere* indicating that Weston Elementary is a positive environment for students. The next area of focus in the survey concentrated on *The Classroom*. As with previous results, this specific target area also received positive results. However, the results were closely linked between “quite a bit” and “a tremendous amount”. *School Discipline and Safety* was the next specified area of the survey. Although the results were positive, the general overview in this section was closely related to the results of the previous section with the results including “quite a bit” and “a tremendous amount” on several questions. However, 93% of the respondents indicated that they felt as though their child was safe at Weston Elementary. The last area of the survey dealt with *Parental Involvement*. The questions in this particular section were presented in a different format in that there were only a few questions addressing the respondents’ opinions in regards to specific areas. The remaining questions of this section were more topic specific. As with the previous sections of the parent survey, the results of this section were positive. The respondents completing the survey consistently noted

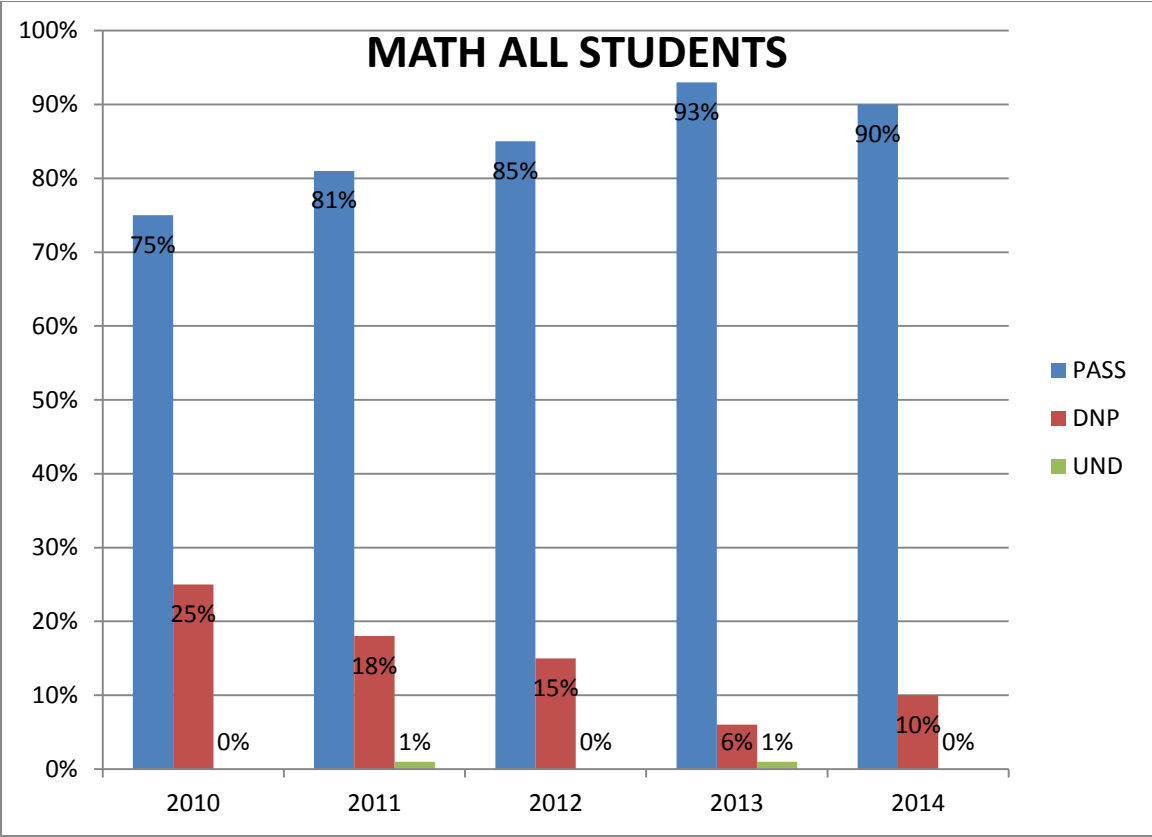
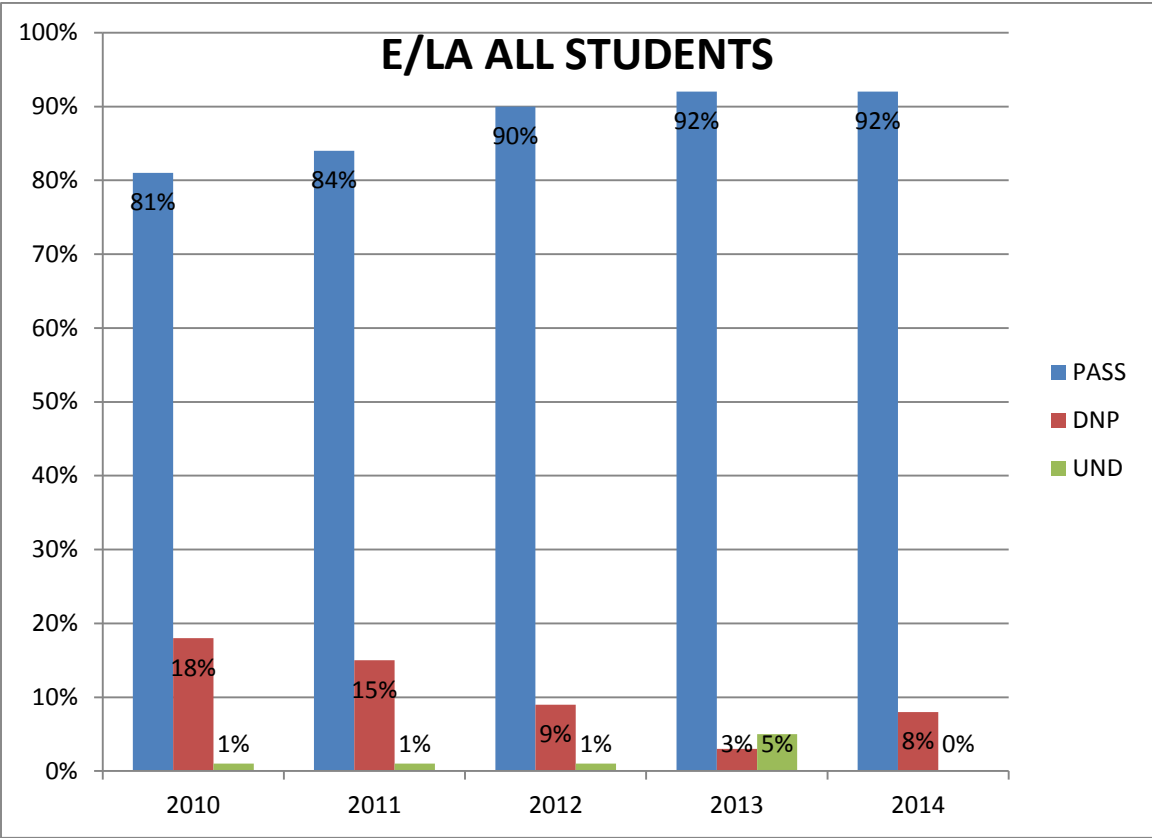
that *Parental Involvement* is a positive element at Weston Elementary. Additionally noted, the respondents indicated that there was ample opportunity to volunteer their time and these experiences were positive.

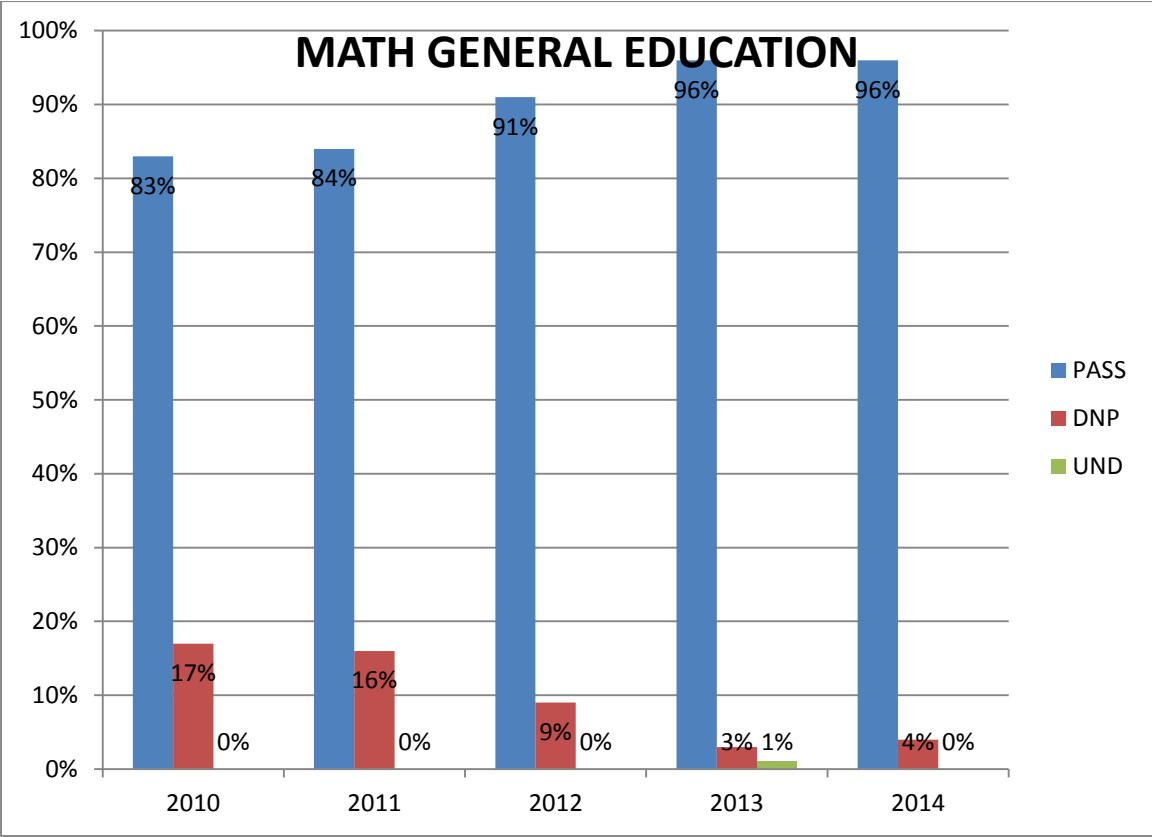
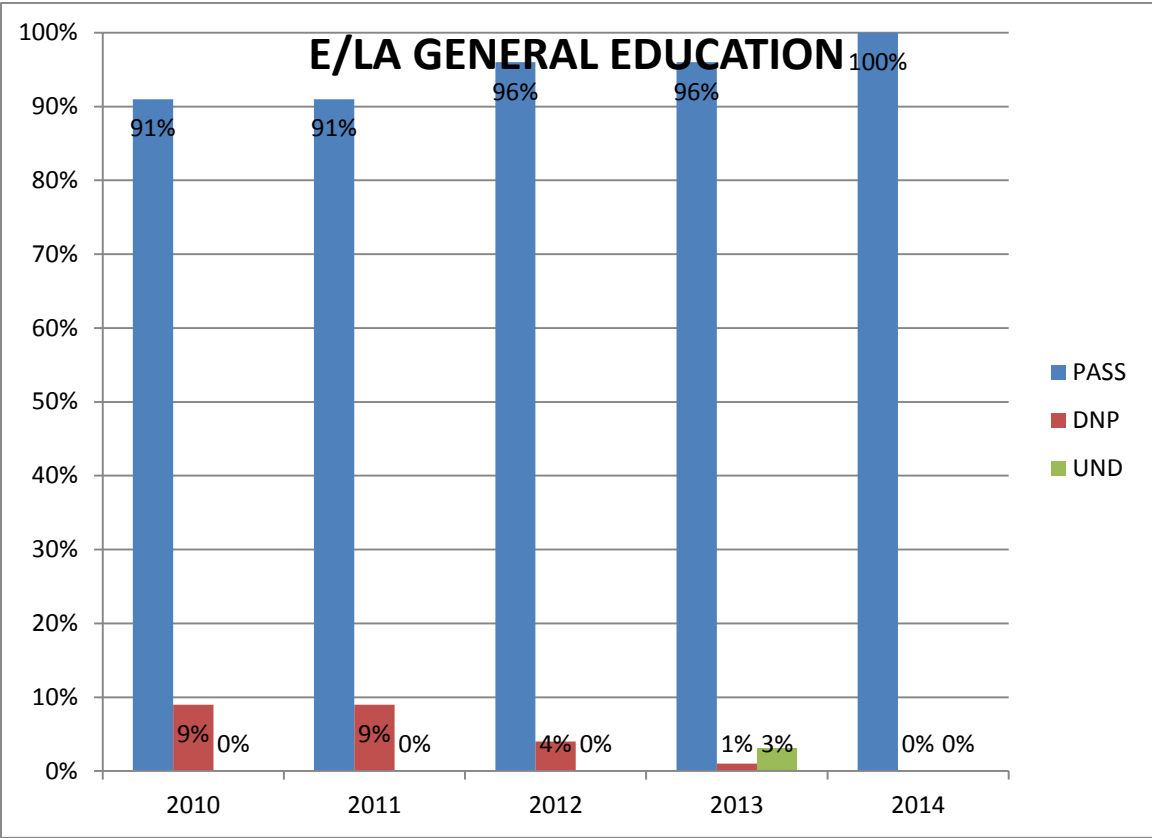
Overall, the recent parent survey has been extremely beneficial in regards to the responses provided. The overall consensus of Weston Elementary seems to be positive based on the information provided from the participants. The Weston Elementary staff will continue to utilize this information to help better guide the instructional practices to ensure educational success for all students while continuing to provide a climate that is supportive of all individuals. It is our goal at Weston Elementary to continue to assess and redefine our practices so that student engagement and student growth continues on a consistent basis.

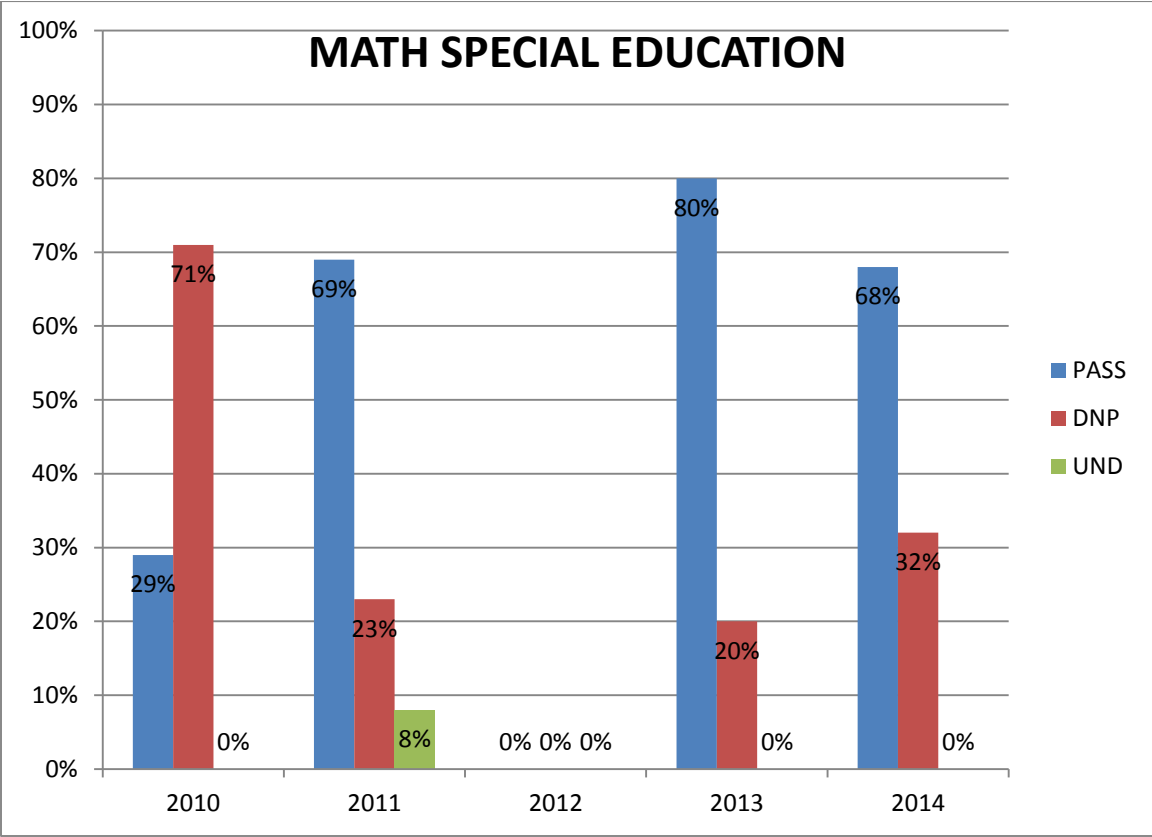
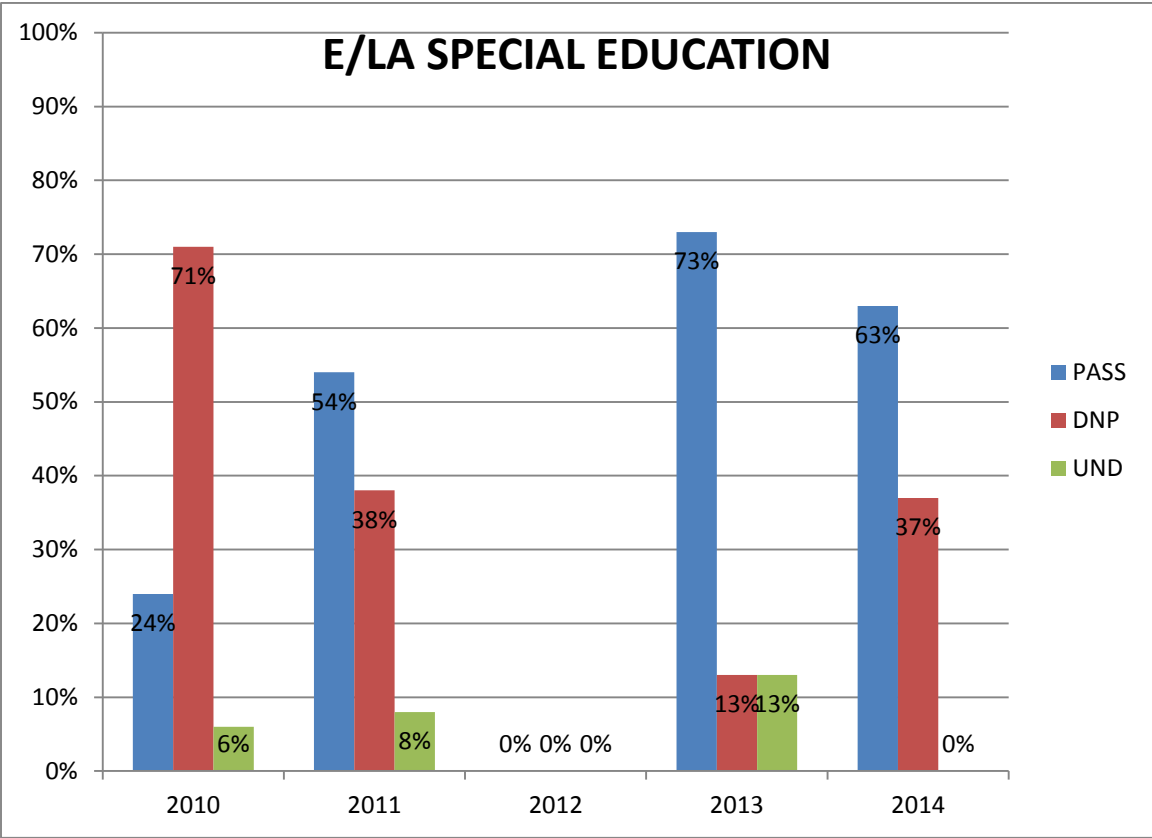
STUDENT ACHIEVEMENT

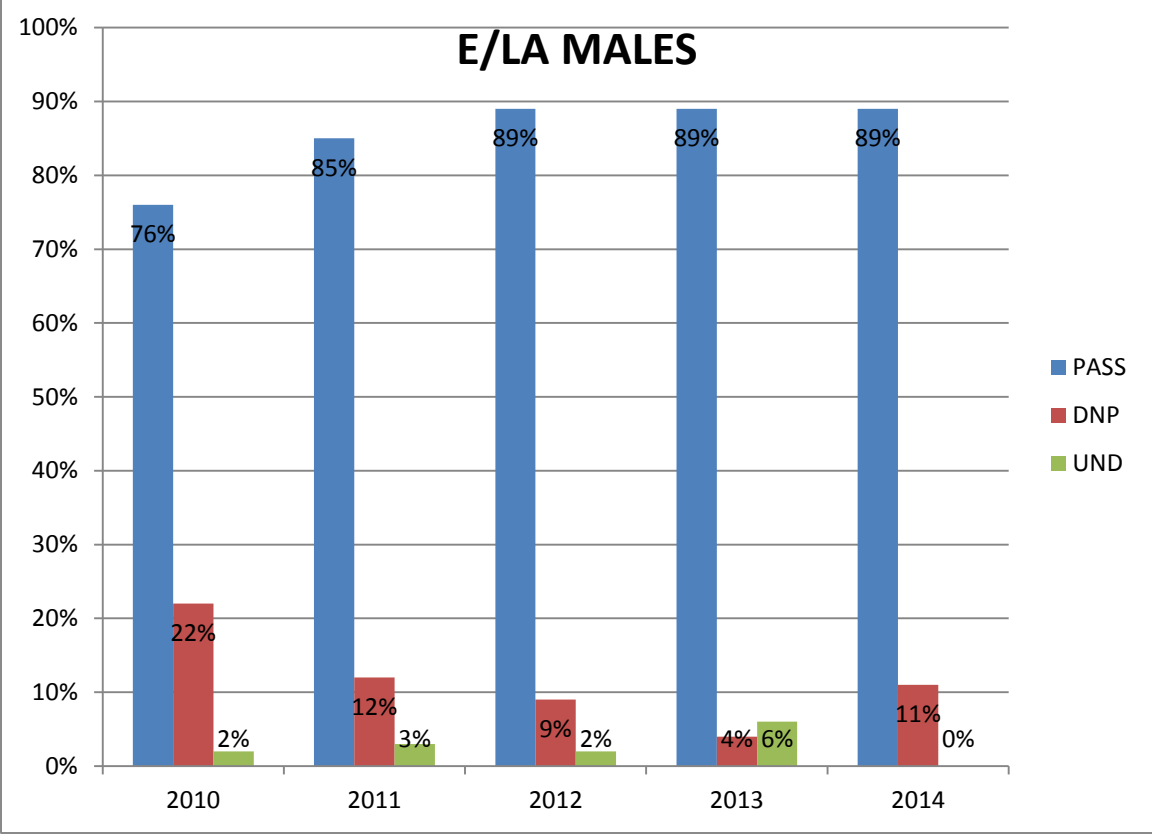
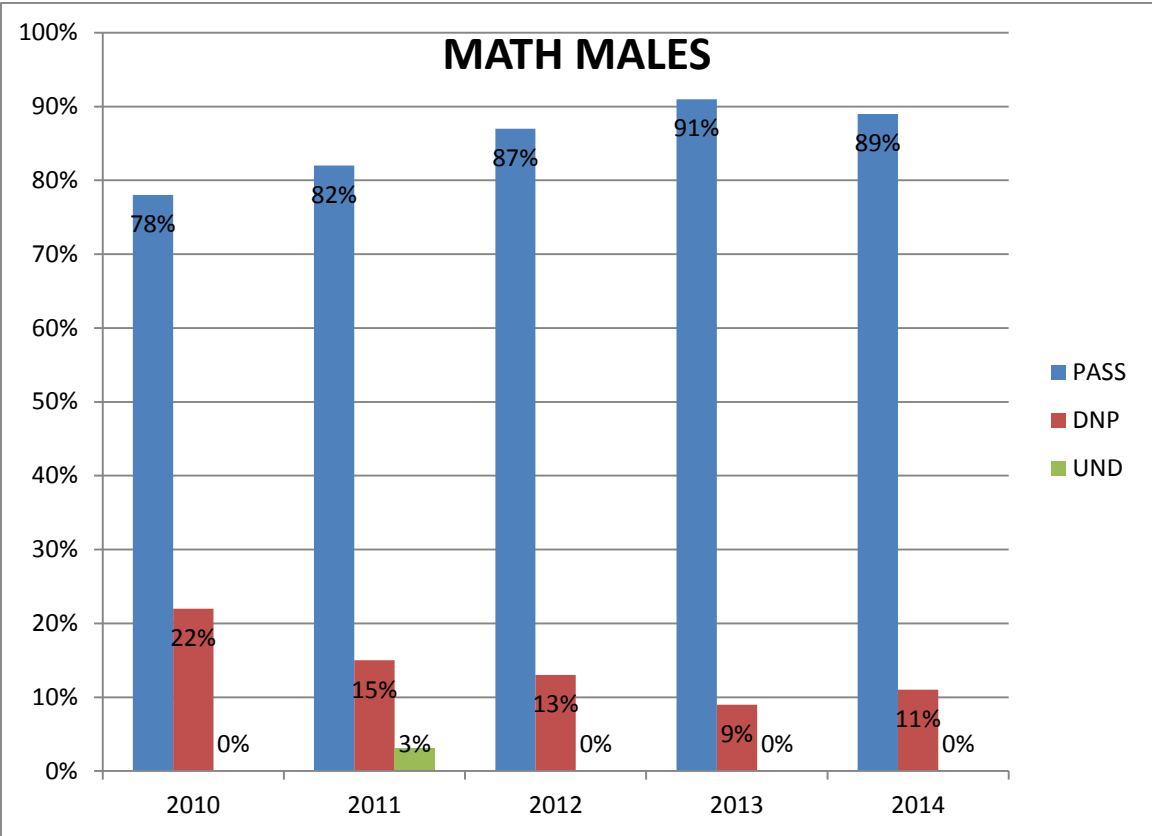
2014 was the sixth year for ISTEP+ to be administered in the Spring. The following chart and statistics which follow continue to indicate a pattern of consistently stronger performance in E/LA than Math for Weston students. The Undetermined percentages for 2013 are mostly representative of students taking the IMAST test and their passing scores not be counted in the chart. Those scores do count in the overall accountability measure which is represented in the P.L. 221 Accountability chart. The 2013 IREAD pass rate increased to more than 90%.

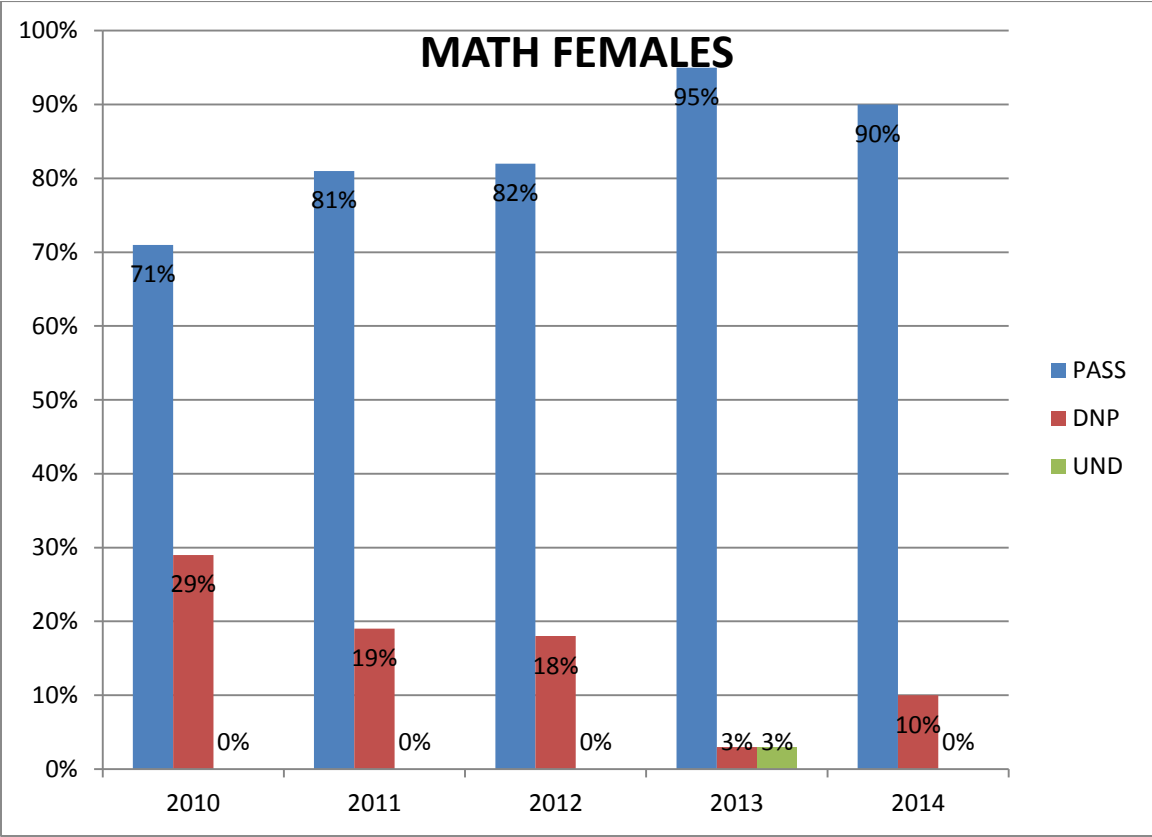
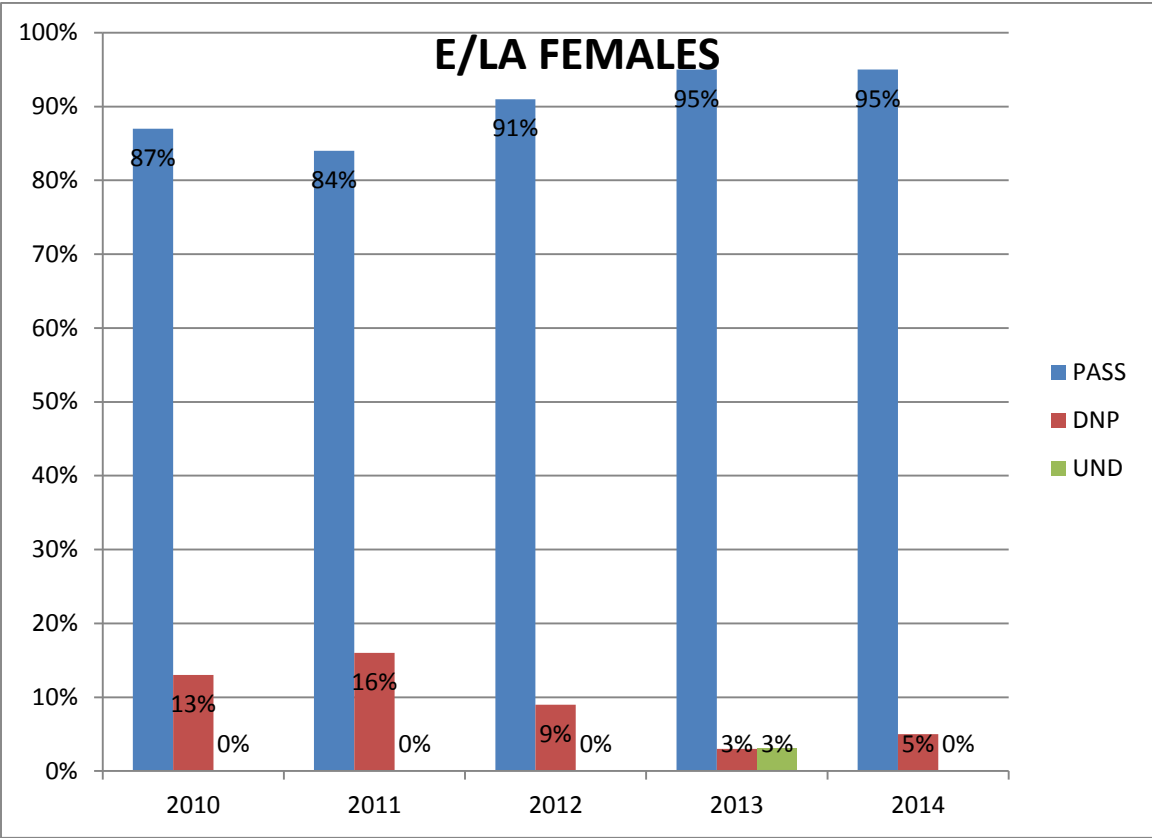
	ENGLISH/LANGUAGE ARTS							MATH				
	ALL STUDENTS											
	2010	2011	2012	2013	2014			2010	2011	2012	2013	2014
PASS	81%	84%	90%	92%	92%		PASS	75%	81%	85%	93%	90%
DNP	18%	15%	9%	3%	8%		DNP	25%	18%	15%	6%	10%
UND	1%	1%	1%	5%	0%		UND	0%	1%	0%	1%	0%
	GENERAL EDUCATION											
	2010	2011	2012	2013	2014			2010	2011	2012	2013	2014
PASS	91%	91%	96%	96%	100%		PASS	83%	84%	91%	96%	96%
DNP	9%	9%	4%	1%	0%		DNP	17%	16%	9%	3%	4%
UND	0%	0%	0%	3%	0%		UND	0%	0%	0%	1%	0%
	SPECIAL EDUCATION											
	2010	2011	2012	2013	2014			2010	2011	2012	2013	2014
PASS	24%	54%	*%	73%	63%		PASS	29%	69%	*%	80%	68%
DNP	71%	38%	*%	13%	37%		DNP	71%	23%	*%	20%	32%
UND	6%	8%	*%	13%	0%		UND	0%	8%	*%	0%	0%
	MALES											
	2010	2011	2012	2013	2014			2010	2011	2012	2013	2014
PASS	76%	85%	89%	89%	89%		PASS	78%	82%	87%	91%	89%
DNP	22%	12%	9%	4%	11%		DNP	22%	15%	13%	9%	11%
UND	2%	3%	2%	6%	0%		UND	0%	3%	0%	0%	0%
	FEMALES											
	2010	2011	2012	2013	2014			2010	2011	2012	2013	2014
PASS	87%	84%	91%	95%	95%		PASS	71%	81%	82%	95%	90%
DNP	13%	16%	9%	3%	5%		DNP	29%	19%	18%	3%	10%
UND	0%	0%	0%	3%	0%		UND	0%	0%	0%	3%	0%
	PAID LUNCH											
	2010	2011	2012	2013	2014			2010	2011	2012	2013	2014
PASS	84%	88%	94%	95%	91%		PASS	79%	86%	86%	97%	88%
DNP	14%	12%	4%	2%	9%		DNP	21%	14%	14%	3%	12%
UND	1%	0%	2%	3%	0%		UND	0%	0%	0%	0%	0%
	FREE LUNCH											
	2010	2011	2012	2013	2014			2010	2011	2012	2013	2014
PASS	74%	76%	82%	85%	93%		PASS	66%	71%	82%	85%	93%
DNP	26%	19%	18%	7%	7%		DNP	34%	24%	18%	11%	7%
UND	0%	5%	0%	7%	0%		UND	0%	5%	0%	4%	0%

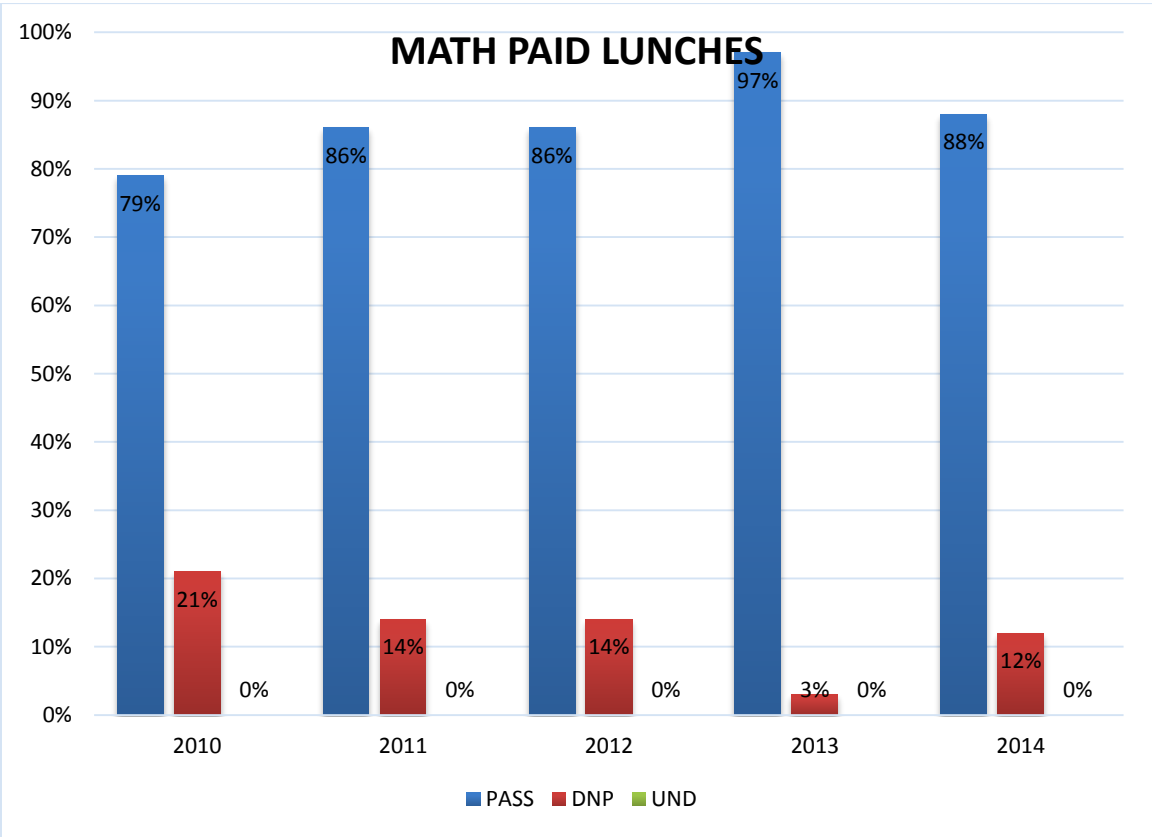
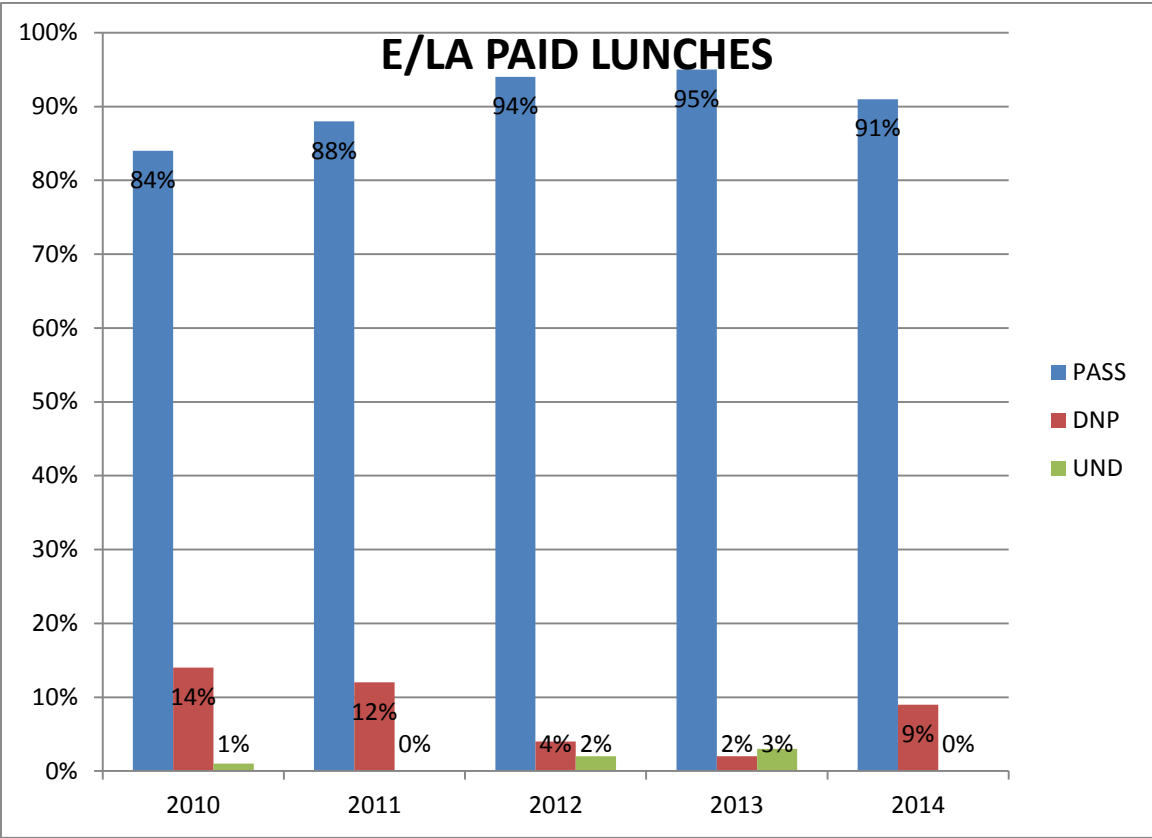


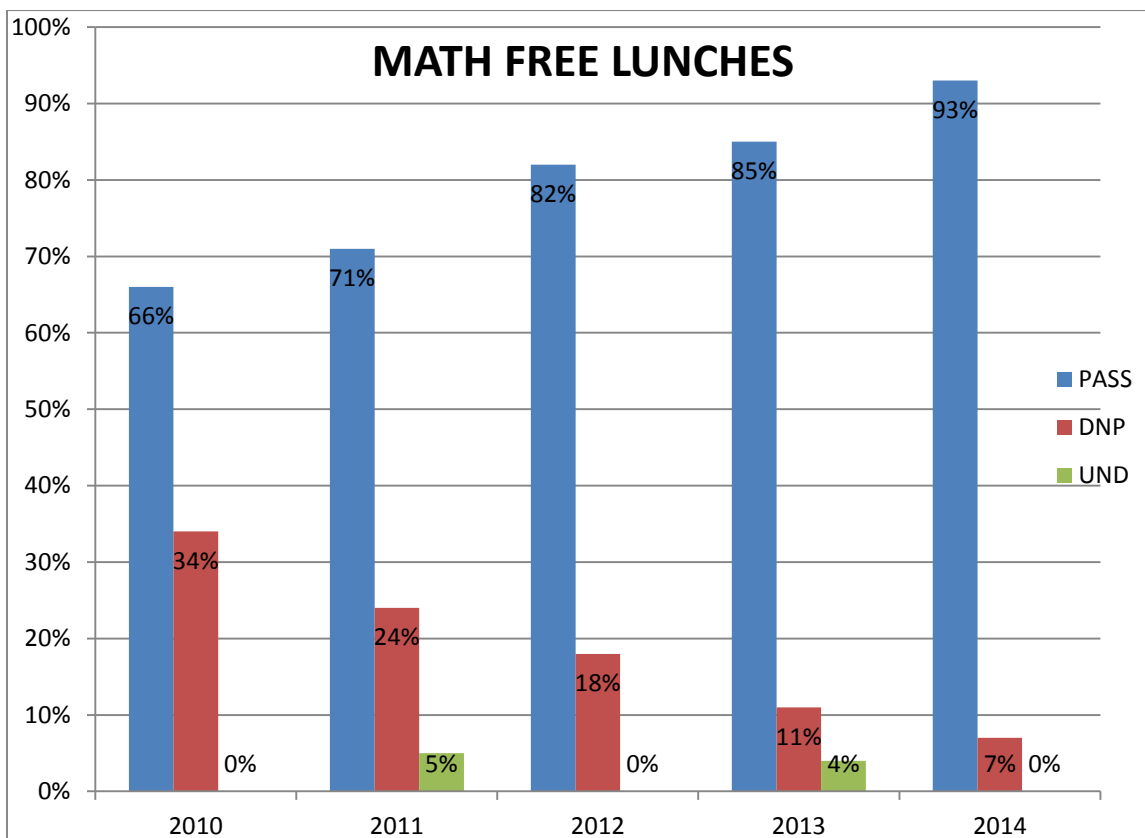
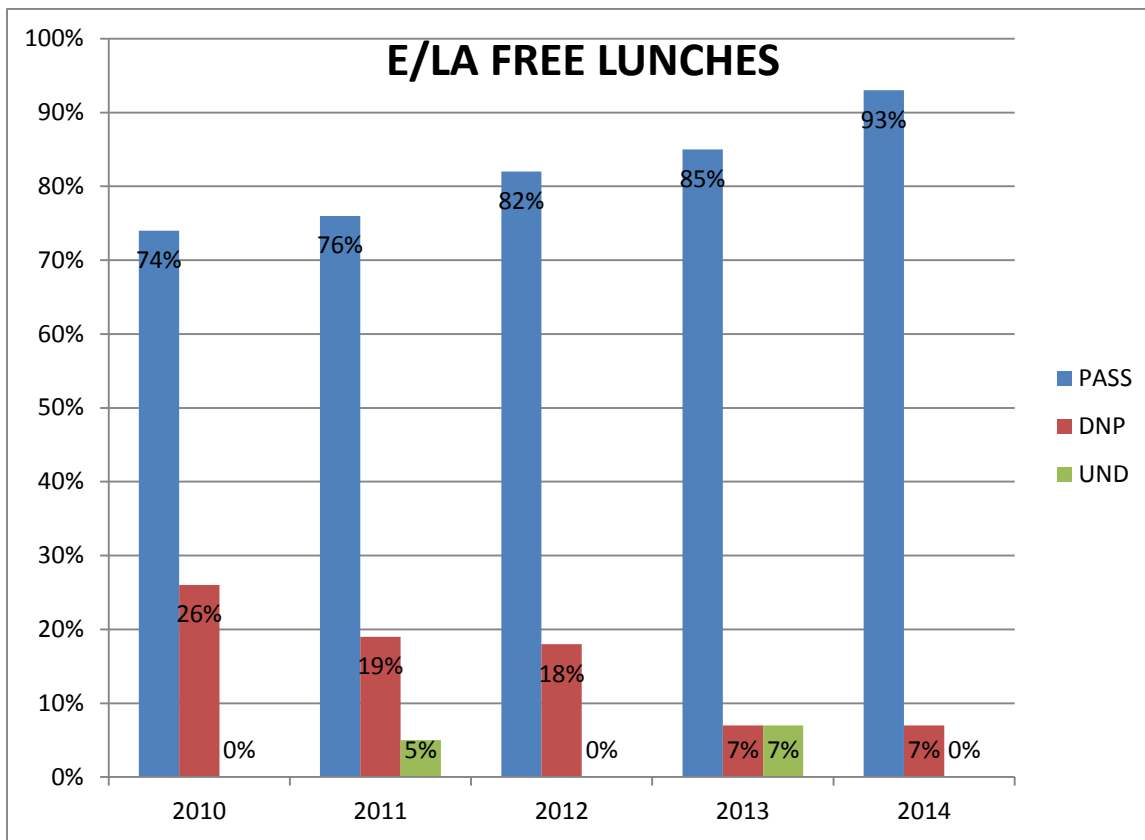






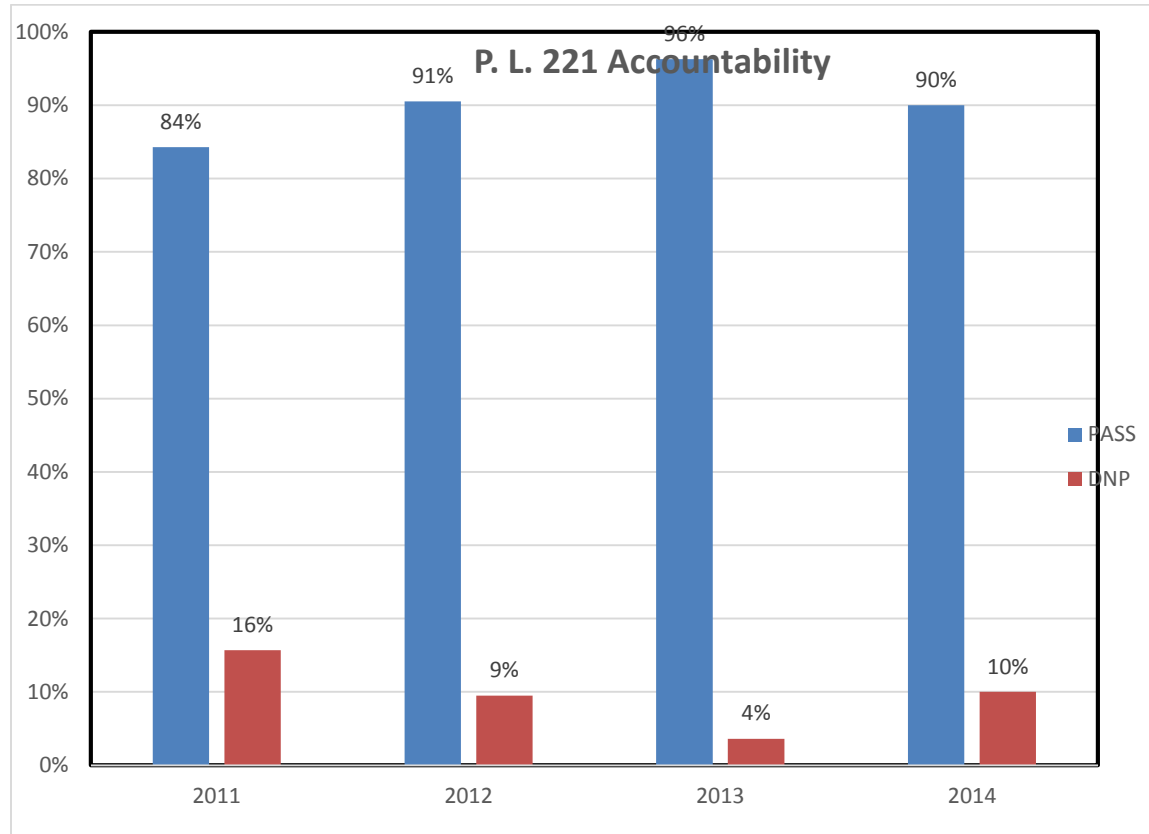






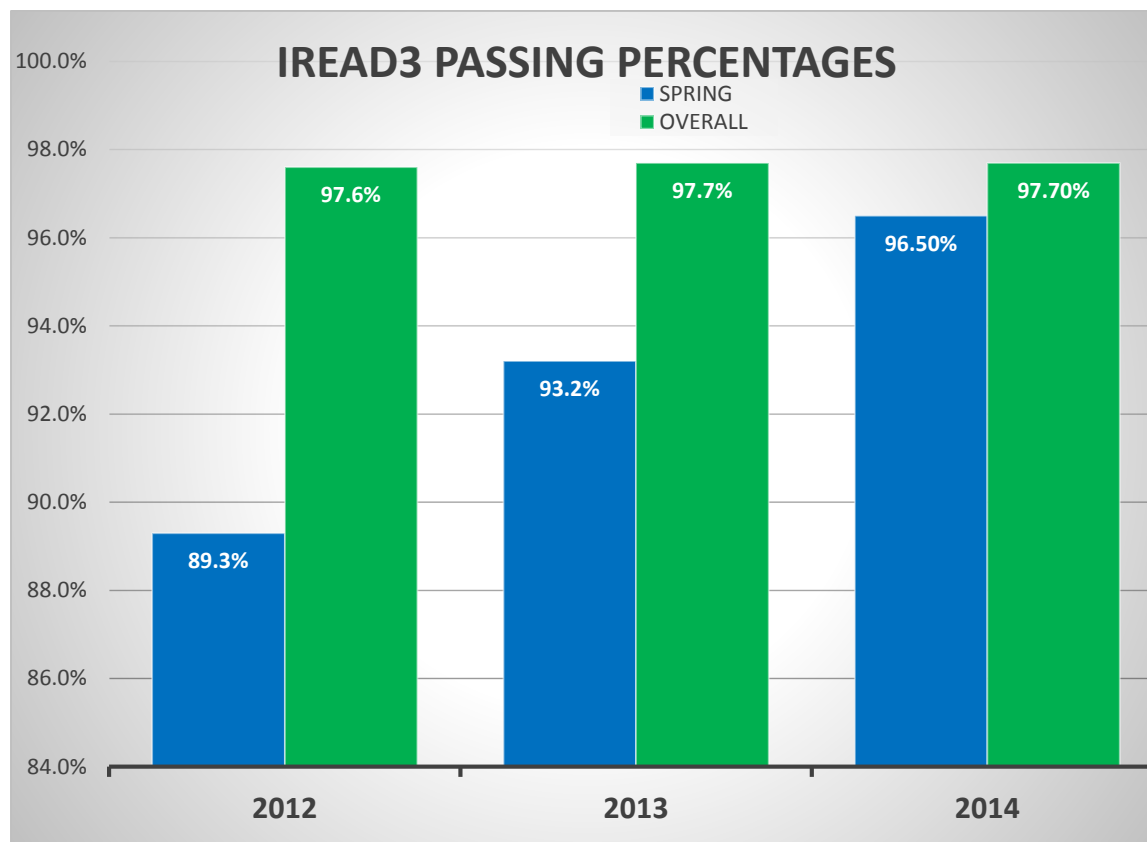
P.L. 221 ACCOUNTABILITY

An additional way to look at scores is to look at how the data from the same base source presents when only looking at students who were enrolled at Weston for at least the 162 days the previous year. The graph below shows the passing rate of students taking ISTEP+ or IMAST E/LA and Math who were enrolled for at least 162 days during the school year. This represents the percentage of E/LA and Math tests passed.



IREAD3

IREAD3 testing was given to all third grade students starting in the Spring of 2012. The passing percentages below are representative of all third grade students enrolled at Weston at the time of the test.

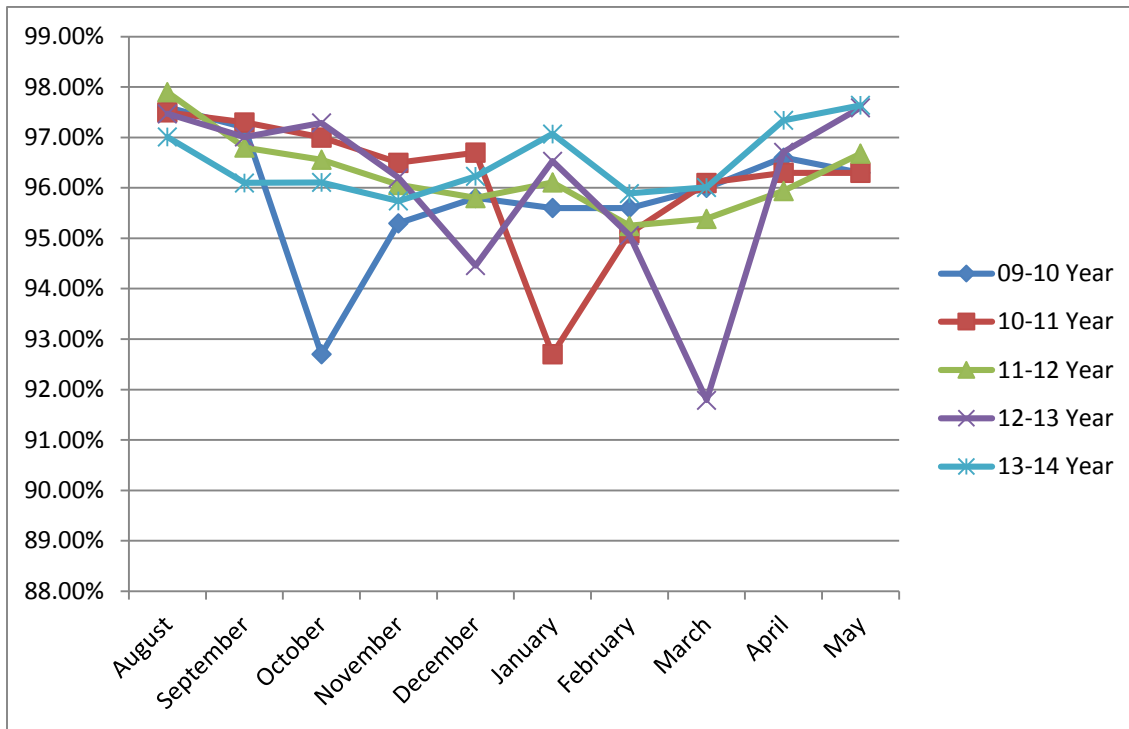


The P. L. 221 chart is the information used in figuring grades/rating for NCLB and the present Indiana A-F grading system. These figures are based on the ISTEP+ performance of students who were enrolled at the school for at least 162 days. Weston has earned an A based on the performance of the students all of the years IDOE has been giving grades. Although grades have not been assigned for the 2013 year it is anticipated the grade will be an A. The IREAD3 and ISTEP+ charts represent the performance of students enrolled at the time the tests were administered, regardless of the number of days enrolled at Weston. These preliminary figures are the ones most generally published in the paper.

The committee has previously looked at the effect of attendance and ISTEP+ scores. We studied students that attended Weston the previous year, who were absent 10 or more days, and found that attendance did not appear to impact their individual ISTEP+ scores. We believe that the teachers at Weston work diligently with students who are frequently absent to get them caught up in their daily work.

There is an attendance criterion of 95% and the students enrolled at Weston have continually exceeded that mark. The graph below is a picture of the average attendance for the past four years. The attendance rate for 2011-12 was 96.48%. Each of the two previous years had a specific month where attendance had a downward spike. The October 2009 spike was attributed to the H1N1 virus. The January 2010 spike downward could be attributed to the weather and the safety issues of students getting to school safely. All of the walks around Weston are clear but that is not the case for the streets and sidewalks students need to use to get to Weston. The March 2013 attendance percentage took a deep dip. This could be attributed to parents planning vacations on the first week of the scheduled Spring Break and then students

not being in attendance. The Monday and Tuesday of that week were the two lowest attendance days all year. A similar phenomena did not occur in 2014 when four days of the first week we used as make-up days because of harsh winter. In fact the 2013-2014 year only had one month where attendance dipped below 96%.



Looking at each different piece of data gives a different picture of where the instructional focus needs to be. We previously have had goals in writing, reading comprehension and math. The math goal remains to be the one of most importance with our reading goal restated to fit the grade levels served.

FUTURE GOALS

- 1) Improve percentage of third grade students passing the ISTEP+ Math to >90% in each of the next three years
- 2) Improve attendance rate to >96.5%. in each of the next two years
- 3) Improve percentage of third grade students passing ISTEP+ E/LA to >92% in each of the next two years

STATUTES AND RULES TO BE WAIVED

No waivers have been requested.

PARENTAL PARTICIPATION

The Weston Elementary staff acknowledges the research which indicates that students whose parents are involved in the school and in their children's academic efforts will perform, on average, at a significantly higher degree than those whose parents distance themselves from their children's education. The Weston Elementary staff wants parents, grandparents, and guardians to be involved in the academic and social elements of their children's school experience. In order to encourage involvement in our school the following opportunities are available:

- Annual Case Reviews/Development of Individual Education Plans
- Accessibility of the building for students and parent to return to school at night to retrieve needed materials. Doorbell at the front of the building rings throughout the school so custodians can hear it and open needed rooms at night.
- "Meet Your Child's Teacher" Night during the first week of school to communicate student expectations and methods of parent/teacher communication.
- Ice Cream Social on "Meet Your Child's Teacher Night" provide by the PTO
- Reading Plan Committee Membership
- School Improvement Committee membership
- Fundraisers
- Open House/Chili Supper
- P.T.O. Meetings, activities
- Carnival
- Awards ceremonies
- Grandparent's Week Activities
- Skating Parties
- Collection of Campbell's Soup Labels, General Mills Box Tops, pop tabs
- Field Day
- Field Trip Chaperones
- Provide Items for Classroom Parties
- Book Fair
- Donuts with Santa
- Completing Surveys
- E-mail
- Power Grade on line
- Voice Mail
- School website
- Teacher websites
- Classroom volunteer opportunities
- Edmodo
- Parents coming for lunch
- Parent/Teacher conferences are held at parent and/or teacher request.
- Student assignment handbooks are available as a means of communication between parent and teacher sometimes requires signature of both parties
- Classroom and school newsletters are used to inform parents of upcoming activities
- Toy Drive for Toys for Tots

- Quest parent meeting
- Kindergarten orientation night
- Classroom helpers/parent volunteers
- Movie Nights
- Restaurant Fundraisers
- Kindergarten Round-Up and classroom visitations
- Alert Now System
- Online access to remedial and re-teaching resources
- Parent access to technology on-site if no other resources are available to them
- Safe School Hotline on school web site

USE OF TECHNOLOGY AS A LEARNING TOOL

Weston Elementary School has a technology committee, which is responsible for implementing the school's three-year technology plan. This plan, along with the corporation's three-year technology plan, is on file in the school's main office.

Technology in the school includes two computer labs, computers in each classroom in the building, classroom sets of laptops in each second grade classroom and an iPad cart. Networked software programs and websites include:

- Accelerated Reader
- Microsoft Office
- STAR Assessment
- FOSS website
- Everyday Math
- Internet Explorer
- Penny Panda
- BrainPop Jr.
- EdHelper
- Edmodo (2nd Grade)
- Tux Math
- Tux Type
- Indiana DOE
- Reading A to Z
- Maps 101
- PearsonSuccess.net Scott Foresman reading
- Mclass
- Acuity practice assignments at home and extended school day

Students with a signed Acceptable Use Policy may be allowed supervised access to the Internet.

The following is a list of various technologies that help students and teachers use technology as a learning tool:

- All classrooms are equipped with a mounted television set with cable, a VCR player and have access to a DVD player.
- Calculators are available for math.
- Digital cameras and a video camera are available for teacher and student use, with training available.
- There is a sound system for the stage area off the gym.
- There are two portable sound systems.
- Overhead projectors, CD players and tape players are available to each classroom.
- LCD projectors, Apple tv's and document cameras with speakers mounted from the ceiling are in all K-3 classrooms.
- Telephones, with voice mail, are in each classroom.
- Microscopes are accessible for use in science activities.
- There are personnel available to help with technology issues.
- Power Grade and Power School software are used for grades, attendance, contact information, discipline, and a reservoir of teacher templates.
- Student progress is available for parents to view utilizing PowerSchool throughout the academic year.
- In-service opportunities for staff are provided throughout the school year and in the summer by the Greenfield-Central Community School Corporation technology staff.
- Two PC labs are available for instruction in addition to computers in each room.
- Teachers have access to CILC, Center for Interactive Learning and Collaboration for videoconferencing activities
- MClass iPad apps are available for teachers in grades K-2 to use as an assessment instrument.
- Acuity assessment is given in grade 3 on the computers.
- Classroom Performance System (CPS) is available for teacher and student use.
- Second grade laptops (which may be taken home) provide for additional instructional opportunities within the classroom.
- MOBIs are utilized by teachers in grades 1, 2 and 3.
- All teachers have an iPad.

A SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Each grade level has a discipline plan that is discussed and explained to all students and sent home to parents in addition to the school handbook, which is given to and reviewed with all students. A copy of the Greenfield-Central Emergency Preparedness Procedures binder is in each room near the door.

Weston Elementary implements the following to ensure safety for its staff and students:

- Conduct monthly fire drills
- Severe weather and storm drills each semester
- Lockdown drills each semester
- Earthquake drill
- Emergency Preparedness Procedure binder which is reviewed yearly and includes “Intruder in the Building”
- Crisis Committee
- Access to a corporation Crisis Plan
- Visitor’s policy including sign-in sheets and name tags
- Name badges for faculty and staff members
- All exterior doors are kept locked, except the door by the office entrance
- The front door has a second set of doors which are locked and require a person to be “buzzed” in.
- Silent alarm to police department
- Provide adult supervision for recess, lunches, dismissal times, students arriving at school early, and for those students waiting for busses at the end of the day
- Use two-way radios during recess, before and after school times
- Two way radios are kept in classrooms, one per grade level for all grades
- Provide yearly universal precautions training for all staff
- Provide phones in all rooms
- Employ a full time school social worker
- Employ a full time health assistant
- Lock medications in the clinic with routine inventory checks
- Log kept of student visits to clinic
- Certify annually at least three staff members in First Aid and CPR
- An AED is available for use.
- Doorbell for the school for after school access for patrons
- De-escalating student behavior and therapeutic hold training for certified staff
- Bullying prevention/intervention taught to all students, staff and regular volunteers
- Suicide prevention in-service required of all staff
- Exterior cameras placed on north side of building
- Internet safety (2nd grade)
- Students and parents must sign AUP
- Office maintains a restricted visitor list
- In compliance with HEA 1419 for the 2014-15 school year
- Development of a consistent list of playground rules for all grade levels

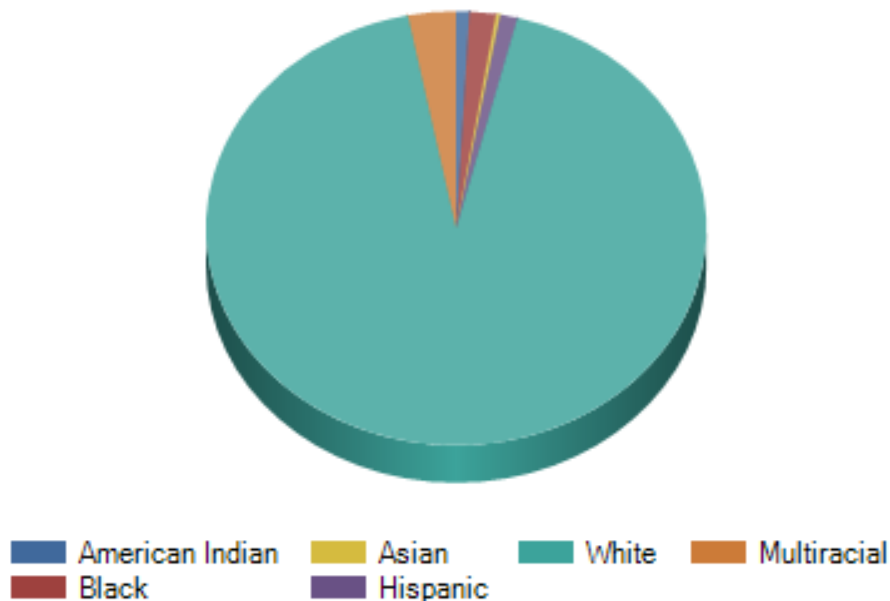
CULTURAL COMPETENCY COMPONENT

Weston school has had, and continues to have students with a variety of cultural differences over the years. These differences have covered the continuum mentioned in **IC 20-31-6-2**. The initial premise we work from is respect for each person as an individual and understanding of differences, which may exist from the general population. In each case, we have worked to appropriately educate the faculty and staff of the uniqueness of each individual.

We have experienced students with various cultural, ethnic, educational, medical, and socio-economic backgrounds. In all cases we have worked to provide a positive learning environment for the students and good communication with the parents. Communication can take place directly with the parents or with interpreters. In these instances we have been able to learn about and develop responses, which are viewed as respectful with our patrons. We have learned that some actions we might view as respectful, other cultures may view as being disrespectful.

The cultural diversity of Weston currently includes <1% Asian, 1.7% Black, 3.1% Multi-Racial, 1.1% Hispanic, and 93% White, <1% American Indian. The same source shows 65.6 % of our population paying for lunches. The diversity in the student population we experience is ongoing as is the in-service/professional development we implement. This has been a part of the Weston culture for many years.

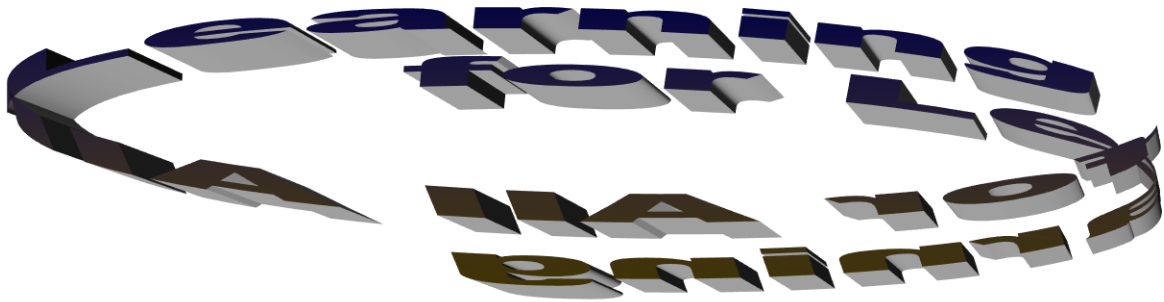
Enrollment 2013-14 by Ethnicity



Form C

1. What is your school's vision toward which this Professional Development Program will lead?

The Greenfield-Central Community School Corporation's mission statement appears below:



Weston's staff supports the corporation mission and lists the following as their values and beliefs:

1. Teachers, students and parents share the responsibility for educational success.
 2. Students and learning are the first priority in educational decision-making.
 3. Instruction should be student centered, engaging and focused on learning.
 4. A challenging learning environment is built on high standards, appropriate assessment and accountability for students, staff and parents.
 5. All students, parents and staff have value and should be treated with respect and dignity.
 6. Trust, support and confidence between and among students, staff, parents and patrons are the cornerstone of a healthy educational environment.
 7. Meaningful communication between and among students, staff, parents and patrons optimizes the educational process.
2. What are the goals of your Professional Development Program?
 1. Grade K-3 Teachers will be become more proficient in teaching math concepts and strategies.
 2. Grade K-3 teachers will promote students attendance through various incentives.
 3. Grade K-3 teachers will become more proficient in helping students improve their reading comprehension.

How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?

- Teachers will be encouraged to visit learning environments to observe best practices.
- Staff members may attend workshops/conferences and share the ideas learned with other staff members to facilitate peer growth.
- Grade levels will meet to share ways to implement ideas gained through staff development.

- Weston staff members will serve on corporation committees working on updating various curricular areas.
- Weston teachers will be encouraged to:
 - work by grade level to provide assessments for our goals
 - work by grade level to assess student achievement
 - share knowledge gained after attending any out-of-school workshops
 - study student work to find ways to improve it
 - observe others teaching a strategy designed to address our goals areas
 - supervise student teachers, interns and teaching assistant when needed
 - certified staff will share ideas on school-wide goals with non-certified staff members.
 - to use East Central Educational Service Center as a resource for ongoing professional development
 - encouraged to attend two and one-half day in-house professional development training on the newly adopted reading program offered by the Literacy Coaches
 - encouraged to attend one day in-house professional development training on the Every Day Math program

ACTION PLAN

FORM D

School Goal # 1

Weston Elementary Professional Development Plan
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2013-2014

Achievement Objective #1: >90% of Weston third grade students will pass ISEP+ Math in each of the next three years.

Activity	Presenter	Date	Activity Length	Participants	Documentation of Impact of Objective
Teacher in-service to improve math instruction	Weston Staff	Summer 2013	1 day	All math Teachers	Student Assessments
Math Night for Parents during Open House	Weston Staff	Fall 2013	1.5 hours	Certified Staff	Parent and Participant evaluations
Everyday Math Training	TBA	Throughout Year	30 minutes	Certified Staff	Teacher Dialog

EVALUATION

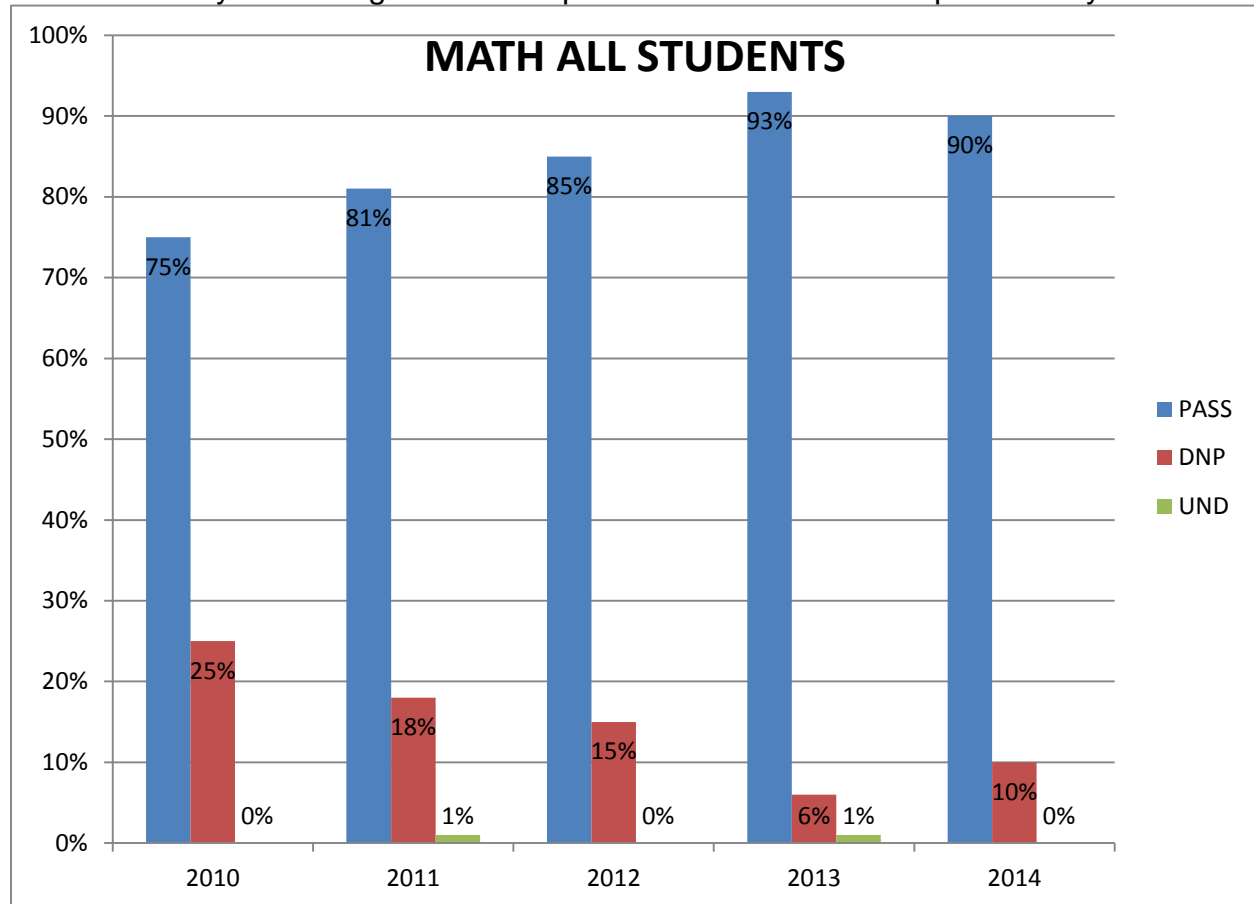
FORM E

School Goal #1

>90% of Weston third grade students will pass ISEP+ Math in each of the next three years.

Summary of data and evidence upon which this school goal was based are expressed in the graphs below.

The graph shows a growth in the passing rate of Weston students in the area of Math is steadily increasing and has surpassed the 80% mark the past three years.



II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will:

- Implement developmentally appropriate methods of teaching number sense
- Practice test taking strategies
- Use processes and formats similar to those used on a standardized test
- Develop knowledge of standards above and below their own grade level
- Use manipulatives in math instruction
- Develop a sense of teamwork as they pursue mastery of the goal
- RTI, Response To Intervention Groups

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal?

Data collected:

- mClass
- Acuity
- ISTEP+
- Everyday Math Benchmark Assessments

ACTION PLAN

FORM D

School Goal # 2

Weston Elementary
Professional Development Plan
2013-2014

Achievement Objective #2: Grade K-3 teachers will promote students attendance through various incentives.

Activity	Presenter	Date	Activity Length	Participants	Documentation of Impact of Objective
Classroom monthly rewards program		Each month		School wide	Look at number of students with

					perfect attendance
Individual tangible rewards		End of each semester		School wide	Look at individual attendance

EVALUATION

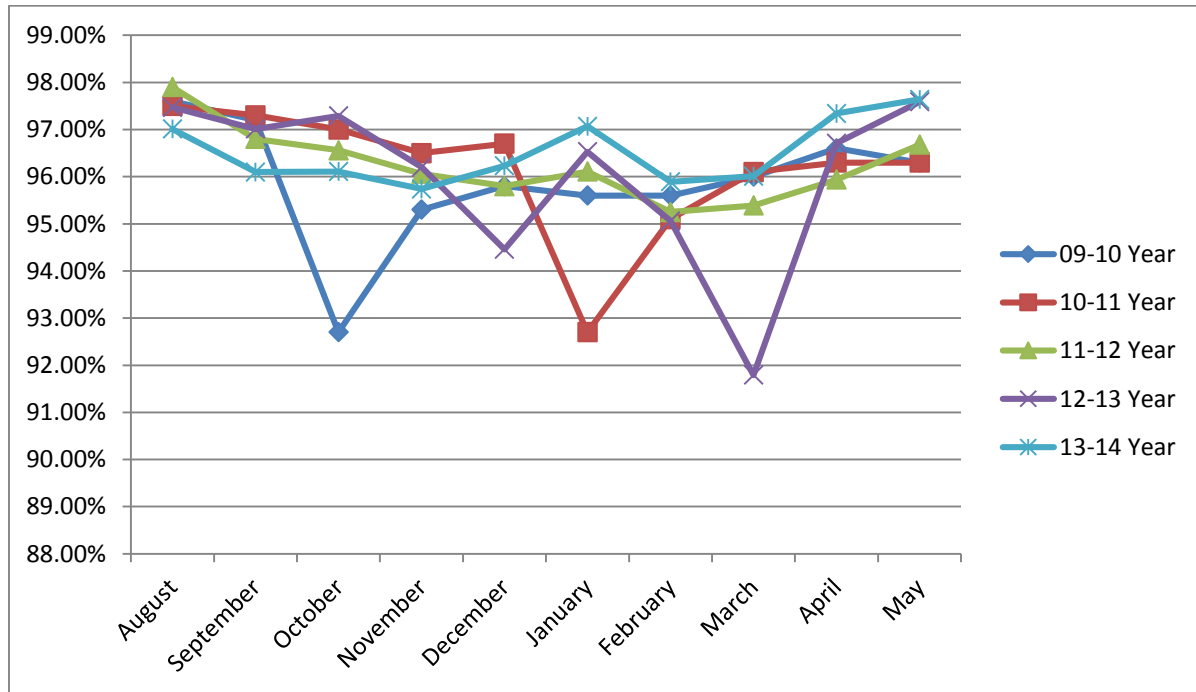
FORM E

School Goal #2

Statement of School Goal:

Weston students will attain an average attendance rate of greater than 96.5% in each of the next two years.

Weston has continually exceeded the attendance mark set for AYP of 95%. The goal is to continue to exceed that percentage and encourage student attendance to increase within reasonable health limits.



II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will:

- Encourage students to make attendance a priority by offering individual and classroom incentives for good attendance.

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal?

Data Collected:

- Collect attendance data from PowerSchool

ACTION PLAN

FORM D

School Goal # 3

<p>Weston Elementary Professional Development Plan 2013-2014</p>
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Achievement Objective #3: >92% of Weston third grade students will pass ISTEP+ E/LA in each of the next two years.

Activity	Presenter	Date	Activity Length	Participants	Documentation of Impact of Objective
Data Meeting	Grades K-3	Every 9 weeks	30 minutes	Certified Staff	Dialog and review of data;
Literacy Coaching	Amanda Bradford	Monthly	As needed	Certified Staff	Teacher Dialog; Teacher Reviews
Grade-level meetings for collaboration	K-3	Fall 2013/ Spring 2014	1 hour	Certified Staff	Teacher Dialog;

regarding best practice in reading strategies					Teacher Reviews
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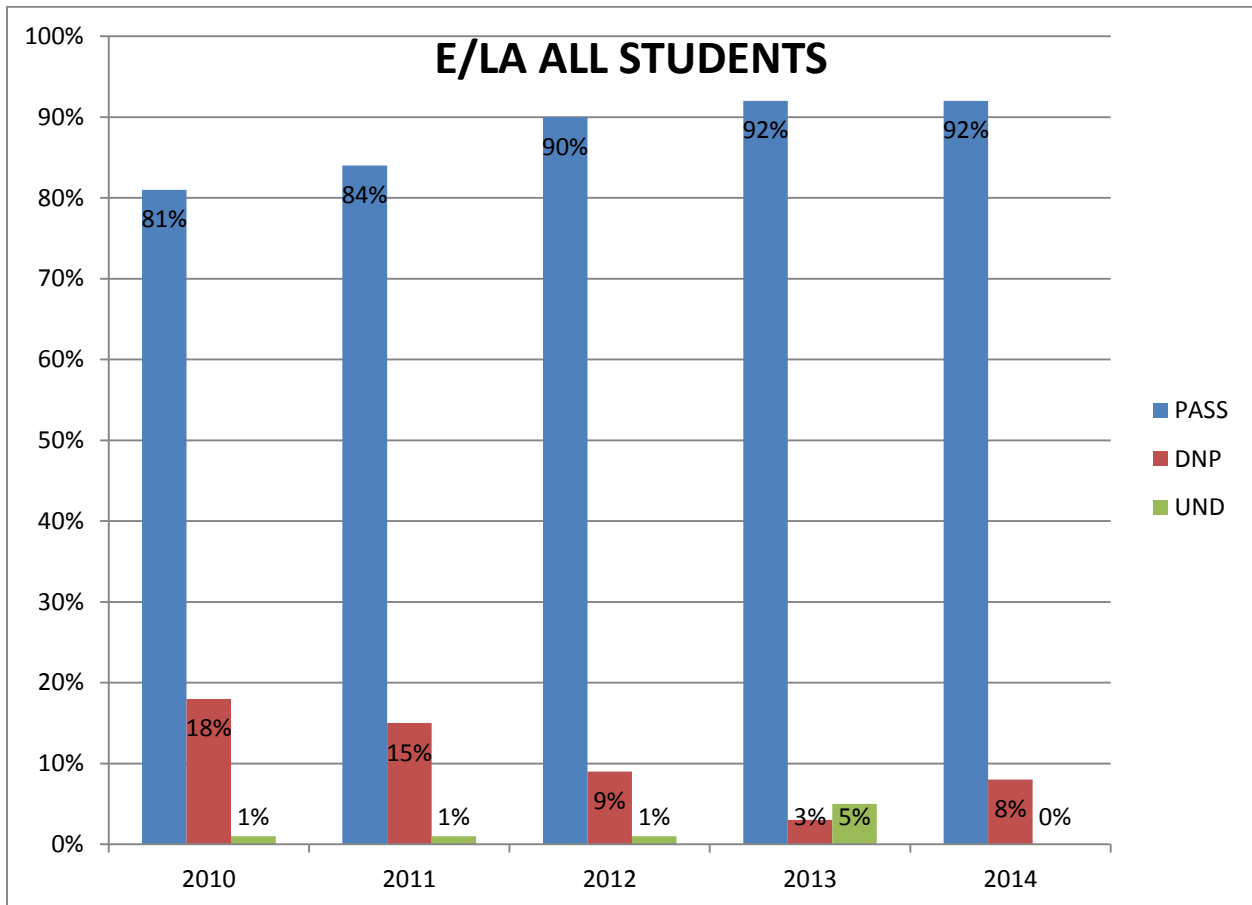
EVALUATION

FORM E

School Goal # 3

>92% of Weston third grade students will pass ISTEP+ E/LA in each of the next two years.

I. Summary of data and evidence upon which this school goal was based.



II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will:

- Learn developmentally appropriate methods of teaching reading comprehension
- Help students learn more test taking strategies
- Use processes and formats similar to those used on a standardized test
- Develop knowledge of standards above and below their own grade level

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal?

Data collected:

- mClass
- DIBELS
- Acuity Scores
- SRI Assessments