

School Improvement Plan - PL221 Version - 2008-2011

June 5, 2008 10:45:27

William W Borden Elem Sch (0815)

West Clark Community Schools

Borden, 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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 6
- Academic Goals 7
- Areas of Concern 11
- Strategies 12
- Professional Development 14
- Relationship Report -- Areas of Concern / Strategies / Data Targets 17
- Force Field Excerpt 20
- To-Do List 21
- Continuous Improvement Timeline 32

School Improvement Plan Introduction

William W Borden Elem Sch

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

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

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

Reviewer Guide

Indiana Public Law 221

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

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

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

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

Steering Team

- David Carter - Counselor
- Chris Gertin - Community
- Amy Greenwell - Teacher
- Karen Johnson - Teacher
- Deanna Pendley - Teacher
- Patty Renn - Teacher
- George Tipker - Parent/Guardian
- Myra Wright Powell - Administrator

Strategy Chairs

- Verbal Alexander
- David Carter
- Morgan Cope
- Marcy Hamilton
- Karen Johnson
- Rachael McClellan
- Meredith Miller
- Deanna Pendley
- Melody Sizemore

Community Council

- David Carter
- Melissa Casey
- Troy Cook
- Patty Crotchett
- Chris Gertin - Owner
- Cathy Graninger - Director
- Amy Greenwell
- Joanne Kay
- Michelle Kirchgessner
- Doris Konermann - Bus Driver
- Deanna Pendley
- Vincent Ray - Coordinator
- Scott Reeder - Minister
- Patty Renn
- Donnie Ross - Police Officer
- Mark Stewart
- George Tipker

Vision Statement

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

We believe all students deserve:

At Borden Elementary School, we believe that all students deserve to be treated with respect from students and adults. We believe that our students deserve to be challenged with high expectations by competent and nurturing teachers. Our students also deserve to learn in a positive, nurturing, safe, and caring environment with modern working equipment and a variety of resources.

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

As all adults live by these core convictions, students will experience compassion with understanding, humor, empathy, and acceptance of diversity. Our staff keeps apprised of the current trends and methodologies within our elementary domain. Our staff continues to be trained with current technology and have reliable access to this technology on a consistent basis, enabling students to become knowledgeable in technological areas for real world applications. Students are provided opportunities to have deficient skills reinforced using a variety of teaching methods, which address the students' learning style.

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

In this environment where all adults are living by these core convictions, our students are respectful of and responsible to staff, peers, and our school facility. They are able to apply complete and consistent effort to all academic endeavors. Our students will be able to take advantage of the various opportunities to be involved in the extracurricular activities to become well-rounded, productive, and positive citizens.

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

- % of students who grades 3-6 score above State standards on ISTEP.: 100%
- % of students who non-ISTEP grades pass selected achievement test.: 100%
- % of students who grades 1-6 perform at or above grade level.: 100%
- % of students who receive all A's on their report card.: 100%
- % of students who pass Indiana Reading Assessment, grades K-2.: 100%

Academic Goals

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

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

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 81 | 73.8 | 76 | 74 | 80 | 70 | 83 | n/a | 84 | n/a | 85 | n/a | 100 |

3rd Grade - ISTEP (seat data) Math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 75 | 71 | 73 | 70 | 74 | 60 | 76 | n/a | 78 | n/a | 80 | n/a | 100 |

3rd Grade - ISTEP (seat data) LA

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 77 | 71 | 73 | 70 | 74 | 83 | 76 | n/a | 78 | n/a | 80 | n/a | 100 |

4th Grade - ISTEP (seat data) LA

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | 71 | 74 | 85 | 77 | 63 | 80 | n/a | 82 | n/a | 83 | n/a | 100 |

4th Grade - ISTEP (seat data) Math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | 56 | 74 | 70 | 77 | 63 | 80 | n/a | 82 | n/a | 83 | n/a | 100 |

5th Grade - ISTEP (seat data) Math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | 85 | 87 | 74 | 65 | 77 | 75 | n/a | 77 | n/a | 79 | n/a | 100 |

5th Grade - ISTEP(seat data) LA

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | 78 | 74 | 75 | 77 | 83 | 80 | n/a | 82 | n/a | 83 | n/a | 100 |

6th Grade - ISTEP (seat data) LA

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 85 | 71 | 81 | 86 | 81 | 77 | 82 | n/a | 84 | n/a | 85 | n/a | 100 |

6th Grade - ISTEP (seat data) Math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 85 | 90 | 90 | 86 | 70 | 75 | 75 | n/a | 77 | n/a | 79 | n/a | 100 |

6th Grade, Free/Reduced - ISTEP (seat data) Math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 75 | 82 | 77 | 82 | 79 | 55 | 80 | n/a | 82 | n/a | 83 | n/a | 100 |

All 1st Grade - Pass Indiana Reading Assessment 2nd Admin.

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | 48 | 50 | 49 | 53 | 65 | 56 | n/a | 60 | n/a | 64 | n/a | 100 |

All 2nd Grade - Pass Indiana Reading Assessment 2nd Admin

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | 66 | 69 | 76 | 73 | 74 | 76 | n/a | 78 | n/a | 81 | n/a | 100 |

All Kindergarten - Pass Indiana Reading Assessment

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | | 50 | 55 | 53 | 56 | 56 | n/a | 58 | n/a | 61 | n/a | 100 |

Class of 2016 Special Educaton Students - Writing: Use Correct Capitalization (4.6.7, 5.6.6, & 6.6.4)

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | | n/a | | n/a | 53 | 60 | | 65 | | 70 | | 100 |

Gr. 3-6 - ISTEP (seat data) LA

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 84 | 70 | 73 | 73 | 74 | 76 | 76 | n/a | 79 | n/a | 81 | n/a | 100 |

Gr. 3-6 - ISTEP (seat data) Math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 81 | 72 | 73 | 75 | 75 | 68 | 77 | n/a | 79 | n/a | 81 | n/a | 100 |

Gr. 3-6 SE AYP (162 day) - ISTEP LA

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | 31 | 30 | 33 | 35 | n/a | 40 | n/a | 43 | n/a | 44 | n/a | 100 |

Areas of Concern

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

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

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

Local Strategies

Curriculum Framework

All teachers through grade level meetings will collaborate on curriculum and the Indiana State Standards beginning with Reading/LA. Teachers will have release time up to 7 days over the course of the year to collaborate curriculum for their grade level. Each grade level will document their progress from the curriculum collaboration to compare with scope and sequence, K - 6, to insure there are no gaps.

Required Strategies

A. Parent Involvement: Annual Meetings

Staff members will offer grade level meetings for all parents during the first month of school to explain expectations, curriculum, rules and procedures. Data will only be collected at the beginning of the school year for these meetings.

A. Parent Involvement: Family Nights

Staff members will offer three Family Nights throughout the school year to get parents involved with their child.

A. Parent Involvement: Volunteer Opportunities

Staff members will offer parent volunteer opportunities throughout the school year to help in classrooms, office, go on field trips, work with students, etc.

B. Technology Coordination: Curriculum Framework

Teachers will collaborate with their grade level colleagues and use the software to map out the curriculum in a sequential order according to state standards. Teachers will enter this information during our corporation wide in service.

B. Technology Coordination: Integrating Technology into the Classroom

Teachers, teacher aides and students will use the various software programs to assist in learning every day throughout the school year. Teachers will be trained to use Reading Counts, School Master, Gradebook, Group Wise for e-mail, IP Video Lab, and any other software programs that are introduced to us throughout the year. Teachers will also attend workshops and/or conferences that are made available to us to come back and share information with the staff.

C. Safe and Disciplined Learning Environment: Monthly Good Citizenship Reward

Students will be rewarded for good behavior by earning the right to attend a movie, complete with snack and drink, on a monthly basis. Each grade level teaching team will determine the exact type of token economy they will use and keep track of who is able to attend.

C. Safe and Disciplined Learning Environment: Student Detention Area

Teachers, staff, and students work together to create and maintain an environment that reflects consistent discipline policies and respectful attitudes for all those involved in consequences for behaviors that occur during the day. A schedule for teachers will be utilized for K-3 students to have a detention area for behavior issues that happen throughout the day. This detention area will be used during the recess periods only.

D. Attendance: Attendance and Health Issues

This strategy is promoting the change and attitudes of students towards attendance and health issues that directly affect attendance. Students will see implementation of education on good health habits and good attendance incentives throughout the school year.

G1. Exceptional Learners - Gifted: GT

The Special Education Cooperative is taking over the identification and programming of students who are exceptional learners in the gifted range. The Coop will test once a referral is received. Parents and school personnel alike are allowed to make referrals above first grade level. Once the referral is received, the Coop has twenty-five days to complete the testing. If testing cannot be completed within twenty-five days, the regular Coop psychologist will assist the designated evaluator for our building. Once a child is identified, services will be provided through the Coop working with our school system. The testing will occur during the school day throughout the year. High ability measures will be used for the evaluation. The way this program and evaluation will be run is new to our Corporation. Our involvement will include the opportunity to submit referrals and work with high ability identified students in the classrooms with the assistance of the new program coordinator. Decisions about our staff being in supervisory positions will be determined by our Union, School Board and Superintendent.

G2. Exceptional Learners - Special Education: Supplemental Instruction

Special Education students grades 2-6 will be given supplemental instruction opportunities during the regular school day by special needs personnel during special area classes.

H. Cultural Competency

During registration, parents will receive information about special educational programs and services offered at the school for students. Through this information, parents will be more aware of opportunities their child may have to improve their educational performance. Parents will learn what interventions are available for students qualifying for special education and be able to collaborate with the classroom teacher for methods and interventions that should be used at home as well as at school throughout the year.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

Curriculum Framework

| Professional Development Activity | Funding | Activity Purpose |
|--|---|---|
| <i>Collaboration</i> | Source: IDOE Professional Development Grant Amount: \$3500.00 | Information Skill Building Feedback/Support Refinement |
| Brief Description | Intended Participants | Activity Format |
| Substitutes will be hired so teachers can work together on curriculum development and alignment. | Teachers Administrators | Talk to Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving |

B. Technology Coordination: Curriculum Framework

| Professional Development Activity | Funding | Activity Purpose |
|---|---|--|
| <i>Training on Software</i> | Source: Central Office Amount: \$ | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| All teachers will be trained on how to use the web-base software to enter curriculum. | Teachers Administrators | Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving |

| Professional Development Activity | Funding | Activity Purpose |
|--|--|--|
| <i>Release time for collaboration</i> | Source: IDOE Professional Development Grant Amount: included above | Information Skill Building Feedback/Support Refinement |
| Brief Description | Intended Participants | Activity Format |
| A substitute will be hired monthly so teachers can be released to collaborate and enter data by grade level. | Teachers | Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving |

| Professional Development Activity | Funding | Activity Purpose |
|---|------------------------------|----------------------------------|
| <i>Introduction of Curriculum Framework</i> | Source: N/A Amount: \$ | Information |
| Brief Description | Intended Participants | Activity Format |
| A staff meeting will be held to explain the process and the benefits of going through this process. | Teachers Administrators | Talk to Presentation/Workshop |

B. Technology Coordination: Integrating Technology into the Classroom

| Professional Development Activity | Funding | Activity Purpose |
|---|---|--|
| <i>ICE Conference</i> | Source: IDOE Professional Development Grant and CPF Technology Amount: \$500.00 | Information Refinement |
| Brief Description | Intended Participants | Activity Format |
| Staff members will be allowed to attend the ICE Conference and come back to share with the staff what he/she learned. | Teachers Administrators | Talk to Presentation/Workshop Peer Coaching Networking/Site Visit |

C. Safe and Disciplined Learning Environment: Monthly Good Citizenship Reward

No professional development is needed for this strategy.

G1. Exceptional Learners - Gifted: GT

| Professional Development Activity | Funding | Activity Purpose |
|---|---|----------------------------------|
| <i>training</i> | Source: SPS and/or Central Office Amount: \$ | Information |
| Brief Description | Intended Participants | Activity Format |
| SPS will need to provide information about the new process to identify students who are exceptional learners. | Teachers | Talk to Presentation/Workshop |

H. Cultural Competency

| Professional Development Activity | Funding | Activity Purpose |
|--|--|---|
| Conferences | Source: IDOE Professional Development Grant Amount: \$800.00 | Information Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Teachers will attend workshops and share with other teachers what they have learned to help students with specific behaviors and/ or disabilities. | Teachers Counselors Administrators | Talk to Presentation/Workshop Professional Reading Action Research |

| Professional Development Activity | Funding | Activity Purpose |
|---|---|---|
| Communications | Source: Local Amount: \$200.00 | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| The Strategy Team will collaborate and distribute information about different disabilities and the needs of these students. Some communications will be to help educate parents on this information and permit them to ask questions. | Teachers Counselors Administrators Parents | Talk to Presentation/Workshop Networking/Site Visit |

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

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

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment

Strategies to Impact This Concern:

- A. Parent Involvement: Volunteer Opportunities
- A. Parent Involvement: Family Nights
- A. Parent Involvement: Annual Meetings

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- Gr. 3-6 -- ISTEP (seat data) LA
- Gr. 3-6 -- ISTEP (seat data) Math

Strategies to Impact This Concern:

- B. Technology Coordination: Curriculum Framework
- B. Technology Coordination: Integrating Technology into the Classroom

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- ISTEP (seat data) Math
- 4th Grade -- ISTEP (seat data) Math
- 5th Grade -- ISTEP (seat data) Math
- 6th Grade -- ISTEP (seat data) Math
- 6th Grade, Free/Reduced -- ISTEP (seat data) Math
- Gr. 3-6 -- ISTEP (seat data) Math

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Monthly Good Citizenship Reward
- C. Safe and Disciplined Learning Environment: Student Detention Area

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- ISTEP (seat data) LA
- 4th Grade -- ISTEP (seat data) LA
- 5th Grade -- ISTEP(seat data) LA
- 6th Grade -- ISTEP (seat data) LA
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- Gr. 3-6 SE AYP (162 day) -- ISTEP LA

Strategies to Impact This Concern:

- D. Attendance: Attendance and Health Issues

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- ISTEP (seat data) Math
- 3rd Grade -- ISTEP (seat data) LA
- 4th Grade -- ISTEP (seat data) LA
- 4th Grade -- ISTEP (seat data) Math
- 5th Grade -- ISTEP (seat data) Math
- 5th Grade -- ISTEP(seat data) LA
- 6th Grade -- ISTEP (seat data) LA
- 6th Grade -- ISTEP (seat data) Math
- 6th Grade, Free/Reduced -- ISTEP (seat data) Math
- Gr. 3-6 -- ISTEP (seat data) LA
- Gr. 3-6 -- ISTEP (seat data) Math

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: GT

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 5th Grade -- ISTEP (seat data) Math
- 5th Grade -- ISTEP(seat data) LA

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Supplemental Instruction

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- ISTEP (seat data) Math
- 3rd Grade -- ISTEP (seat data) LA
- 4th Grade -- ISTEP (seat data) LA
- 4th Grade -- ISTEP (seat data) Math
- 5th Grade -- ISTEP (seat data) Math
- 5th Grade -- ISTEP(seat data) LA
- 6th Grade -- ISTEP (seat data) LA
- 6th Grade -- ISTEP (seat data) Math

- 6th Grade, Free/Reduced -- ISTEP (seat data) Math
- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- Gr. 3-6 -- ISTEP (seat data) LA
- Gr. 3-6 -- ISTEP (seat data) Math

Strategies to Impact This Concern:

- H. Cultural Competency

Force Field Excerpt

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

| | | |
|---|---|--|
| Description and location of curriculum: | District Office & School Office/Library | Force Field Report B: Curriculum Additional Data #1 |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | DRA-2 for grades K-3 Indiana Reading Assessment for grades K-2 ISTEP for grades 3-6 | Force Field Report C: Assessment Additional Data #1 |
| Statutes and rules to be waived: | None at this time. | Force Field Report G: Environment Additional Data #2 |

To-Do List

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

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

Cultural Competency

May 28, 2008: Ask the parents of special education students what they know about the programs and services.

Person: Strategy Chair

Activity: Collect baseline data

Jun 6, 2008: create a brochure

Person: Principal/Strategy Chair

Activity: Brochure

Jun 6, 2008: create survey to see what parents know

Person: Strategy Chair

Activity: Survey

Aug 14, 2008: retrieve information to be put in the HomeLines via email, internet searches, magazine articles, etc.

Person: Strategy Team

Activity: HomeLine Articles

Aug 15, 2008: distribute brochure during Registration

Person: Strategy Chair

Activity: Brochure

Aug 15, 2008: share the information with staff members during staff meetings

Person: Teachers

Activity: Conferences

Aug 15, 2008: Teachers will attend conferences to inform them of different needs of students

Person: Principal, Strategy Chair, Counselor

Activity: Conferences

Sep 10, 2008: Let the parents ask questions about the needs of special education and the services we offer.

Person: Strategy Team

Activity: Communications

Sep 10, 2008: Prepare the information to share with parents about the different needs and accommodations

Person: Principal, Strategy Chair

Activity: Communications

Sep 10, 2008: Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine

Person: Strategy Team

Activity: HomeLine Articles

Sep 30, 2008: give fact sheets to teachers to help their students with different needs

Person: Strategy Chair

Activity: Fact Sheets

Sep 30, 2008: receive information about the different needs to give to teachers through internet research, emails, conferences, etc.

Person: Strategy Team

Activity: Fact Sheets

- Oct 8, 2008:** Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine
Person: Strategy Team
Activity: HomeLine Articles
- Oct 10, 2008:** Let the parents ask questions about the needs of special education and the services we offer.
Person: Strategy Team
Activity: Communications
- Nov 3, 2008:** receive information about the different needs to give to teachers through internet research, emails, conferences, etc.
Person: Strategy Team
Activity: Fact Sheets
- Nov 10, 2008:** Let the parents ask questions about the needs of special education and the services we offer.
Person: Strategy Team
Activity: Communications
- Nov 11, 2008:** Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine
Person: Strategy Team
Activity: HomeLine Articles
- Dec 1, 2008:** receive information about the different needs to give to teachers through internet research, emails, conferences, etc.
Person: Strategy Team
Activity: Fact Sheets
- Dec 10, 2008:** Let the parents ask questions about the needs of special education and the services we offer.
Person: Strategy Team
Activity: Communications
- Dec 10, 2008:** Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine
Person: Strategy Team
Activity: HomeLine Articles
- Dec 18, 2008:** tally survey results and share with parents
Person: Strategy Chair
Activity: Collect first semester/trimester follow up data
- Dec 18, 2008:** analyze the survey and share with staff and community members
Person: Strategy Chair
Activity: Survey
- Dec 18, 2008:** re-give the survey at the end of each semester
Person: Strategy Chair
Activity: Survey
- Dec 30, 2008:** receive information about the different needs to give to teachers through internet research, emails, conferences, etc.
Person: Strategy Team
Activity: Fact Sheets
- Jan 7, 2009:** Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine
Person: Strategy Team
Activity: HomeLine Articles
- Jan 10, 2009:** Let the parents ask questions about the needs of special education and the services we offer.
Person: Strategy Team
Activity: Communications
- Jan 27, 2009:** receive information about the different needs to give to teachers through internet research, emails, conferences, etc.
Person: Strategy Team

Activity: Fact Sheets

Feb 10, 2009: Let the parents ask questions about the needs of special education and the services we offer.

Person: Strategy Team

Activity: Communications

Feb 11, 2009: Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine

Person: Strategy Team

Activity: HomeLine Articles

Feb 19, 2009: tally survey results and share with parents

Person: Strategy Chair

Activity: Collect first semester/trimester follow up data

Feb 19, 2009: analyze the survey and share with staff and community members

Person: Strategy Chair

Activity: Survey

Feb 19, 2009: re-give the survey at the end of each semester

Person: Strategy Chair

Activity: Survey

Mar 3, 2009: receive information about the different needs to give to teachers through internet research, emails, conferences, etc.

Person: Strategy Team

Activity: Fact Sheets

Mar 10, 2009: Let the parents ask questions about the needs of special education and the services we offer.

Person: Strategy Team

Activity: Communications

Mar 11, 2009: Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine

Person: Strategy Team

Activity: HomeLine Articles

Mar 31, 2009: receive information about the different needs to give to teachers through internet research, emails, conferences, etc.

Person: Strategy Team

Activity: Fact Sheets

Apr 10, 2009: Let the parents ask questions about the needs of special education and the services we offer.

Person: Strategy Team

Activity: Communications

Apr 15, 2009: Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine

Person: Strategy Team

Activity: HomeLine Articles

Apr 23, 2009: tally survey results and share with parents

Person: Strategy Chair

Activity: Collect first semester/trimester follow up data

Apr 23, 2009: analyze the survey and share with staff and community members

Person: Strategy Chair

Activity: Survey

Apr 23, 2009: re-give the survey at the end of each semester

Person: Strategy Chair

Activity: Survey

Apr 30, 2009: tally and share results with parents and ask what we can do to help them better understand the programs and services.

Person: Strategy Chair

Activity: Collect final semester/trimester follow up data

May 5, 2009: receive information about the different needs to give to teachers through internet research, emails, conferences, etc.

Person: Strategy Team

Activity: Fact Sheets

May 10, 2009: Let the parents ask questions about the needs of special education and the services we offer.

Person: Strategy Team

Activity: Communications

May 13, 2009: Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine

Person: Strategy Team

Activity: HomeLine Articles

Jun 2, 2009: receive information about the different needs to give to teachers through internet research, emails, conferences, etc.

Person: Strategy Team

Activity: Fact Sheets

Jun 10, 2009: Educational Bytes to be written by a Strategy Team Member once a month to be put into the HomeLine

Person: Strategy Team

Activity: HomeLine Articles

Curriculum Framework

Aug 15, 2008: review and analyze information in the binders

Person: Strategy Chair/Principal

Activity: Collect baseline data

Sep 3, 2008: reserve conference rooms for the meeting

Person: Principal/Secretary/Teachers

Activity: Collaboration

Sep 3, 2008: schedule substitutes to allow teachers time to collaborate on scope and sequence, curriculum, and instructional methods

Person: Principal/Secretary

Activity: Collaboration

Sep 15, 2008: record progress of meetings on curriculum and turn in to Strategy Chair/Principal

Person: Grade Level Teacher Representative

Activity: Documentation

Oct 15, 2008: reserve conference rooms for the meeting

Person: Principal/Secretary/Teachers

Activity: Collaboration

Oct 15, 2008: schedule substitutes to allow teachers time to collaborate on scope and sequence, curriculum, and instructional methods

Person: Principal/Secretary

Activity: Collaboration

Oct 27, 2008: record progress of meetings on curriculum and turn in to Strategy Chair/Principal

Person: Grade Level Teacher Representative

Activity: Documentation

Oct 30, 2008: dialogue between teachers in other grade levels within the building to discuss the scope and sequence of standards and expectations

Person: teachers

Activity: Grade Level Meetings

Oct 30, 2008: dialogue between teachers within the building in one grade level to discuss the scope and sequence compared to state standards

Person: teachers

Activity: Grade Level Meetings

Nov 25, 2008: reserve conference rooms for the meeting

Person: Principal/Secretary/Teachers

Activity: Collaboration

Nov 25, 2008: schedule substitutes to allow teachers time to collaborate on scope and sequence, curriculum, and instructional methods

Person: Principal/Secretary

Activity: Collaboration

Dec 7, 2008: record progress of meetings on curriculum and turn in to Strategy Chair/Principal

Person: Grade Level Teacher Representative

Activity: Documentation

Dec 10, 2008: dialogue between teachers within the building in one grade level to discuss the scope and sequence compared to state standards

Person: teachers

Activity: Grade Level Meetings

Dec 15, 2008: review, analyze information in the binders

Person: Strategy Chair/Principal

Activity: Collect first semester/trimester follow up data

Dec 15, 2008: organize reports in binders

Person: Strategy Chair

Activity: Documentation

Dec 21, 2008: compare progress made and share with the staff during a staff meeting

Person: Strategy Team

Activity: Collect first semester/trimester follow up data

Dec 31, 2008: dialogue between teachers in other grade levels within the building to discuss the scope and sequence of standards and expectations

Person: teachers

Activity: Grade Level Meetings

Jan 6, 2009: reserve conference rooms for the meeting

Person: Principal/Secretary/Teachers

Activity: Collaboration

Jan 6, 2009: schedule substitutes to allow teachers time to collaborate on scope and sequence, curriculum, and instructional methods

Person: Principal/Secretary

Activity: Collaboration

Jan 18, 2009: record progress of meetings on curriculum and turn in to Strategy Chair/Principal

Person: Grade Level Teacher Representative

Activity: Documentation

Jan 20, 2009: dialogue between teachers of the same grade level across the district to discuss the curriculum

Person: teachers, Assistant Superintendent

Activity: Grade Level Meetings

Jan 21, 2009: dialogue between teachers within the building in one grade level to discuss the scope and sequence compared to state standards

Person: teachers

Activity: Grade Level Meetings

Feb 17, 2009: reserve conference rooms for the meeting

Person: Principal/Secretary/Teachers

Activity: Collaboration

Feb 17, 2009: schedule substitutes to allow teachers time to collaborate on scope and sequence, curriculum, and instructional methods

Person: Principal/Secretary

Activity: Collaboration

Mar 1, 2009: record progress of meetings on curriculum and turn in to Strategy Chair/Principal

Person: Grade Level Teacher Representative

Activity: Documentation

Mar 4, 2009: dialogue between teachers in other grade levels within the building to discuss the scope and sequence of standards and expectations

Person: teachers

Activity: Grade Level Meetings

Mar 4, 2009: dialogue between teachers within the building in one grade level to discuss the scope and sequence compared to state standards

Person: teachers

Activity: Grade Level Meetings

Mar 31, 2009: reserve conference rooms for the meeting

Person: Principal/Secretary/Teachers

Activity: Collaboration

Mar 31, 2009: schedule substitutes to allow teachers time to collaborate on scope and sequence, curriculum, and instructional methods

Person: Principal/Secretary

Activity: Collaboration

Apr 12, 2009: record progress of meetings on curriculum and turn in to Strategy Chair/Principal

Person: Grade Level Teacher Representative

Activity: Documentation

Apr 15, 2009: review, analyze information in the binders

Person: Strategy Chair/Principal

Activity: Collect final semester/trimester follow up data

Apr 15, 2009: dialogue between teachers within the building in one grade level to discuss the scope and sequence compared to state standards

Person: teachers

Activity: Grade Level Meetings

Apr 30, 2009: compare progress made and share with the staff during a staff meeting

Person: Strategy Team

Activity: Collect final semester/trimester follow up data

Apr 30, 2009: organize reports in binders

Person: Strategy Chair

Activity: Documentation

May 6, 2009: dialogue between teachers in other grade levels within the building to discuss the scope and sequence of standards and expectations

Person: teachers

Activity: Grade Level Meetings

May 12, 2009: reserve conference rooms for the meeting

Person: Principal/Secretary/Teachers

Activity: Collaboration

May 12, 2009: schedule substitutes to allow teachers time to collaborate on scope and sequence, curriculum, and instructional methods

Person: Principal/Secretary

Activity: Collaboration

May 24, 2009: record progress of meetings on curriculum and turn in to Strategy Chair/Principal

Person: Grade Level Teacher Representative

Activity: Documentation

May 27, 2009: dialogue between teachers within the building in one grade level to discuss the scope and sequence compared to state standards

Person: teachers

Activity: Grade Level Meetings

Exceptional Learners - Gifted

Aug 31, 2008: the referral process

Person: GT Program Coordinator

Activity: training

Sep 30, 2008: placement process

Person: GT Program Coordinator

Activity: training

Oct 31, 2008: program/procedures content

Person: GT Program Coordinator

Activity: training

Nov 30, 2008: evaluation

Person: GT Program Coordinator

Activity: training

Safe and Disciplined Learning Environment

Aug 15, 2008: Staff Meeting

Person: M. Hamilton

Activity: Explanation of Program

Aug 31, 2008: Tabulate student participation

Person: M. Hamilton

Activity: Collect baseline data

Sep 1, 2008: Kick-off Movie

Person: M. Hamilton

Activity: Good Citizenship Movie

Oct 1, 2008: Movie and snack

Person: M. Hamilton

Activity: Good Citizenship Movie

Nov 1, 2008: Movie and snack

Person: M. Hamilton

Activity: Good Citizenship Movie

Dec 1, 2008: Movie and snack
Person: M. Hamilton
Activity: Good Citizenship Movie

Dec 31, 2008: Tabulate Student Participation
Person: M. Hamilton
Activity: Collect first semester/trimester follow up data

Jan 1, 2009: Staff Meeting
Person: M. Hamilton
Activity: Explanation of Program

Jan 1, 2009: Movie and snack
Person: M. Hamilton
Activity: Good Citizenship Movie

Feb 1, 2009: Movie and snack
Person: M. Hamilton
Activity: Good Citizenship Movie

Mar 1, 2009: Movie and snack
Person: M. Hamilton
Activity: Good Citizenship Movie

Apr 1, 2009: Movie and snack
Person: M. Hamilton
Activity: Good Citizenship Movie

May 1, 2009: Staff Meeting
Person: M. Hamilton
Activity: Explanation of Program

May 1, 2009: Movie and snack
Person: M. Hamilton
Activity: Good Citizenship Movie

May 31, 2009: Tabulate Student Participation
Person: M. Hamilton
Activity: Collect final semester/trimester follow up data

Technology Coordination

May 13, 2008: Enter data into computer
Person: Teachers
Activity: Data Entry

May 31, 2008: Set-Up Inservice Dates
Person: Central Office
Activity: Data Entry

Jun 1, 2008: Summer Stipends Offered to Enter Curriculum
Person: Curriculum Superintendent
Activity: Data Entry

Jun 3, 2008: Collaboration in Grade Levels
Person: Principal
Activity: Release time for collaboration

Jun 30, 2008: Teachers will be trained on how to use the software
Person: Central Office/Assistant Superintendent
Activity: Training on Software

Jul 1, 2008: Summer Stipends Offered to Enter Curriculum
Person: Curriculum Superintendent
Activity: Data Entry

Aug 1, 2008: Summer Stipends Offered to Enter Curriculum
Person: Curriculum Superintendent
Activity: Data Entry

Aug 5, 2008: Enter data into computer
Person: Teachers
Activity: Data Entry

Aug 5, 2008: Collaboration in Grade Levels
Person: Principal
Activity: Release time for collaboration

Aug 15, 2008: Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration

Aug 15, 2008: Inservice
Person: Central Office
Activity: Release time for collaboration

Aug 15, 2008: Teachers will attended workshops
Person: Central Office/Assistant Superintendent
Activity: Training on Software

Aug 31, 2008: Staff meeting about the benefits and the process we are going through
Person: Principal
Activity: Introduction of Curriculum Framework

Sep 15, 2008: Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration

Sep 16, 2008: Enter data into computer
Person: Teachers
Activity: Data Entry

Sep 26, 2008: Teachers will attended workshops
Person: Central Office/Assistant Superintendent
Activity: Training on Software

Oct 7, 2008: Collaboration in Grade Levels
Person: Principal
Activity: Release time for collaboration

Oct 15, 2008: Collect Curriculum Progress Reports
Person: Strategy Chair
Activity: Collect baseline data

Oct 15, 2008: Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration

Oct 28, 2008: Enter data into computer
Person: Teachers
Activity: Data Entry

Nov 6, 2008: Teachers will attend workshops
Person: Central Office/Assistant Superintendent
Activity: Training on Software

Nov 15, 2008: Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration

Dec 8, 2008: Enter data into computer
Person: Teachers
Activity: Data Entry

Dec 8, 2008: Collaboration in Grade Levels
Person: Principal
Activity: Release time for collaboration

Dec 15, 2008: Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration

Dec 18, 2008: Teachers will attend workshops
Person: Central Office/Assistant Superintendent
Activity: Training on Software

Dec 20, 2008: Collect Curriculum Progress Reports
Person: Strategy Task Force
Activity: Collect first semester/trimester follow up data

Jan 15, 2009: Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration

Jan 19, 2009: Enter data into computer
Person: Teachers
Activity: Data Entry

Jan 29, 2009: Teachers will attend workshops
Person: Central Office/Assistant Superintendent
Activity: Training on Software

Jan 31, 2009: Volunteer to Attend ICE Conference
Person: Teacher
Activity: ICE Conference

Feb 9, 2009: Collaboration in Grade Levels
Person: Principal
Activity: Release time for collaboration

Feb 15, 2009: Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration

Feb 28, 2009: Share with Staff
Person: Teacher
Activity: ICE Conference

Mar 2, 2009: Enter data into computer
Person: Teachers
Activity: Data Entry

- Mar 12, 2009:** Teachers will attend workshops
Person: Central Office/Assistant Superintendent
Activity: Training on Software
- Mar 15, 2009:** Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration
- Apr 13, 2009:** Enter data into computer
Person: Teachers
Activity: Data Entry
- Apr 13, 2009:** Collaboration in Grade Levels
Person: Principal
Activity: Release time for collaboration
- Apr 15, 2009:** Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration
- Apr 23, 2009:** Teachers will attend workshops
Person: Central Office/Assistant Superintendent
Activity: Training on Software
- Apr 30, 2009:** Collect Curriculum Progress Reports
Person: Strategy Task Force
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Hire a monthly sub for a grade level
Person: Principal
Activity: Release time for collaboration
- May 25, 2009:** Enter data into computer
Person: Teachers
Activity: Data Entry

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

| | First Year Schools | Second Year Schools | Third Year and Beyond Schools |
|-----------|---|--|--|
| Oct | <p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p> | <p><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p> | <p><u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p> |
| Nov | <p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p> | <p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p> | <p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p> |
| Dec | <p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p> | | <p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p> |
| Jan | <p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p> | <p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p> | |
| Jan 31 | <p>Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p> | <p><u>InSAI Conference on Learning</u> (optional)</p> | <p><u>InSAI Conference on Learning</u> (optional)</p> |
| Feb / Mar | <p>Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p> | <p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p> | <p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p> |
| Apr | <p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p> | <p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p> | <p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p> |
| May | <p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p> | <p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p> | <p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p> |