

School Improvement Plan - PL221 Version - 2009-2012

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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:



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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
- Schools in Improvement (NCLB)

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 - School Counselor
- Liz Geltmaker - Teacher
- Chris Gertin - Community Representative (Business)
- Jenny Pierce - Teacher
- Misty Ray - Teacher
- Vincent Ray - Teacher
- George Tipker - Parent/Guardian
- Connie Wright - Community Representative
- Myra Wright Powell - Administrator

Strategy Chairs

- Sarah Doan
- Liz Geltmaker
- Amy Greenwell
- Marcy Hamilton
- Jean Haub
- Jennifer Horvath
- Karen Johnson
- Christina Pearson
- Misty Ray
- Melody Sizemore
- Myra Wright Powell

Community Council

- Martha Barczynski
- Marcy Bostock
- David Carter
- Patty Crotchett
- Chris Gertin - Owner
- Cathy Graninger - Director
- Carrie Hall
- Jean Haub - CIS Coordinator
- Joanne Kay
- Doris Konermann - Bus Driver
- Vincent Ray - Coordinator
- Scott Reeder - Minister
- Donnie Ross - Police Officer
- Mark Stewart
- Julie Stotts
- George Tipker
- Connie Wright

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.

3rd Grade - ISTEP (seat data) Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	70	74	60	76	68	78	n/a	80	n/a	82	n/a	100

3rd Grade - ISTEP (seat data) LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	70	74	83	76	66	78	n/a	80	n/a	82	n/a	100

4th Grade - ISTEP (seat data) LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	85	77	63	80	73	82	n/a	83	n/a	84	n/a	100

4th Grade - ISTEP (seat data) Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	70	77	63	80	71	82	n/a	83	n/a	84	n/a	100

5th Grade - ISTEP (seat data) Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87	74	65	77	75	56	77	n/a	79	n/a	80	n/a	100

5th Grade - ISTEP(seat data) LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	75	77	83	80	66	82	n/a	83	n/a	84	n/a	100

6th Grade - ISTEP (seat data) LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	86	81	77	82	81	84	n/a	85	n/a	86	n/a	100

6th Grade - ISTEP (seat data) Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	86	70	75	75	78	77	n/a	79	n/a	80	n/a	100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	49	53	65	56	65	60	n/a	64	n/a	66	n/a	100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69	76	73	74	76	74	78	n/a	81	n/a	83	n/a	100

All Kindergarten - Pass Indiana Reading Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	55	53	56	56	79	80	n/a	82	n/a	85	n/a	100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	74	80	70	83	n/a	84	n/a	85	n/a	86	n/a	100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a		n/a	53	60	43	65	n/a	70	n/a	72	n/a	100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	73	74	76	76	70	79	n/a	81	n/a	82	n/a	100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	75	75	68	77	70	79	n/a	81	n/a	82	n/a	100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	33	35	31	40	27	43	n/a	44	n/a	50	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

Concern: Parent Involvement: Information on how to help children succeed in school.

Concern: Utilizing Technology: Ongoing Professional Development Needed

Concern: Safe and Disciplined Learning Environment: Clear expectations for Student Behavior

Concern: Attendance: Parents & Students need to understand the importance of school attendance.

Concern: Exceptional Learners - Gifted being challenged with rigorous curriculum

Some parents feel that the GT students' work needs to be more challenging and less busy work.

Concern: Inspiration to Read

Students tend to struggle with Reading and therefore are apprehensive about Reading. Therefore, their vocabulary and reading comprehension are impaired.

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

U. Focused Student Group

V. Peer Review for SIP

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

Attendance & Health Issues —

We will promote a change in attitudes of students towards attendance and health issues that directly affect attendance. Students will see implementation of education tips regarding good health habits, and receive attendance incentives throughout the school year for excellent attendance.

Parent Involvement: Annual Parent Meetings —

Grade level teachers, grades K-6, will offer grade level meetings for all parents during the first month of school to explain expectations, curriculum, rules and procedures. All parents will be encouraged to attend to meet their child's teacher and to develop a partnership between home and school.

Parent Involvement: Family Nights —

Staff members will organize three Family Nights throughout the school year to get parents involved with their child. Guest speakers will bring worthwhile information and activities to those in attendance.

Parent Involvement: Volunteer Opportunities —

BES will solicit volunteers periodically throughout the school year to help in classrooms, office, computer lab, library, field trips, and to work with individual or small groups of students.

Professional Development Utilizing Technology —

Certified staff, teacher aides, and students will use the various software programs to assist in daily learning throughout the school year. Teachers will be trained to use Reading Counts, School Master, Gradebook, Outlook e-mail, IP Video Lab, and any other software programs introduced to us throughout the year. Teachers will also attend workshops and/or conferences related to technology that are made available to the certified staff. The attendees will then return and share information with the staff.

Quarterly Positive Actions Celebrations —

Students will be rewarded for good behavior by earning the privilege to attend a themed party with snack and drink provided, on a quarterly basis. Students with grades of A or B in conduct for the quarter will be eligible to attend.

Reading Counts Quarterly Celebrations —

To help students to be more inspired to read and thus increase their Language Arts skills, students in grades 4-6 who read and pass 1,000+ pages, and students in grade 3 who read and pass 30+ books, during a quarter will be invited to participate in a themed Reading celebration at the end of each quarter, organized by our Strategy Chair and Media Specialist.

Required Strategies

A. Parent Involvement: Instructional Workshops for Parents —

The West Clark Instructional Coach(es) will offer a variety of night-time workshops to parents to participate in learning how to more effectively work with their child at home. Each workshop will have a specific academic focus that will be conducted consistent with the best practices instruction of the classroom.

F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration —

All teachers, through grade level meetings, and with the assistance of the West Clark Instructional Coaches, will collaborate on curriculum and the Indiana State Standards, focusing on Reading/LA, and proceeding to Math. Teachers will have release time, up to 7 half days, over the course of the year, for curriculum collaboration with their grade level team. Each grade level will document their progress from the curriculum collaboration to compare with scope and sequence, K - 6. Teachers will also have the opportunity for curriculum collaboration throughout the district for their respective grade levels at least twice during the school year.

F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability —

High Ability Learners (HAL) will be placed in a cluster group in one classroom per grade level per building. If a HAL cluster consists of more than 8 students, then two clusters may be formed. The teacher will differentiate the curriculum for the HALs by using various strategies, such as, but not limited to: curriculum compacting, tiered lessons, ability grouping, flexible grouping, acceleration, and independent study projects. The High Ability Coordinator will serve as a resource to the cluster teachers in gathering and organizing materials, implementing differentiation strategies, and will also be available on a weekly basis to collaborate in the classroom.

F. Encourage Rigorous Curriculum: Reading Comprehension - Grade 4 —

At the beginning of the year, the fourth grade teachers will get baseline data of reading comprehension levels of their current students. During the school year, the fourth grade students will be reading novels/stories within their classrooms and working on various reading comprehension strategies. After these stories/novels are read, the classroom teachers will give the students comprehension tests. The growth of the students' comprehension will be tracked throughout the year by the classroom teacher.

I. Focused Academic Area: Academic Coaches —

The West Clark Academic Coaches will train the teachers in different Language Arts strategies to be able to teach the at risk students effectively. The Academic Coaches will serve as models for the teachers and support. The Academic Coaches will also be working with the at risk students to serve as an intervention strategy to their instruction. The Academic Coaches will be available throughout the school year.

N. Parent Notice - School in Improvement —

Parents will be mailed notice of our school being in school improvement and a choice school. The mailing will include the reason we are in school improvement, what school improvement means, what Supplemental Educational Services (SES) will be offered, what school they may choose if they do not choose the SES option, and the specific responsibilities of the school. The sample DOE letter will be used as a framework which to build upon.

O. Extended Learning Activities: After School Homework Club Tutoring —

Students in grades 3-6 who qualify for the Title 1 program and/or the Free/Reduced Lunch program, in addition to the general education population, will be given the opportunity to participate in the After School Homework Club Language Arts and Math tutoring sessions of 90 minutes each two days a week. These tutoring sessions will be organized and conducted by the C.I.S. Coordinator. The tutoring sessions will be based on the students' needs in relation to the Indiana State Standards.

O. Extended Learning Activities: Before School Tutoring —

Students in grades 2-6 who qualify for the Title 1 program, Special Education program, and/or the Free/Reduced Lunch program will be given the opportunity to participate in before school Language Arts and Math tutoring sessions of 30 minutes each four days a week. These tutoring sessions will be organized and conducted by the Instructional Coach(es), C.I.S. Coordinator, and Title 1 personnel. The tutoring sessions will be based on the students' needs in relation to the Indiana State Standards.

P. Teacher Mentoring Program: Academic Instructional Coaches —

The West Clark Academic Instructional Coach(es) will work with the classroom teachers and the instructional assistants regarding best practices for Reading/Language Arts instruction and curriculum each quarter at a minimum. The Academic Instructional Coach will mentor teachers in interpreting the data and partner with the classroom teachers in identifying the specific needs of the students.

U. Focused Student Group: Exceptional Learners: Special Education —

The Special Needs Teachers, Special Needs Instructional Assistants, and/or the CIS Coordinator will work with special needs students four days a week in the computer lab using various educational software aligned with the Indiana State Standards. The extra help sessions will be 30 minutes in the morning before school to work on different skills and to check in with the Special Needs Personnel to organize their day.

V. Peer Review for SIP —

The principal will meet with the principal of another school at least two times during the year. The other school has met AYP and has similar school characteristics as our school, such as total school population, free/reduced percentages, Special Education population, and location. The first meeting to review our SIP is scheduled for June 5, 2009.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Professional Development Utilizing Technology

Professional Development Activity	Funding	Activity Purpose
Software Training	Source: PD Funds Amount: \$600.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teacher Trainers, Principal, and/or the IT department will train the teachers on the various software programs available at BES.	Teachers Administrators	Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
ICE Conference	Source: PD Grant Money Amount: \$1,000	Information Skill Building
Brief Description	Intended Participants	Activity Format
1-4 certified staff members attend the I.C.E. conference to learn more about technology and what is available to impact instruction and student learning.	Teachers Administrators	Presentation/Workshop Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
Distance Learning Lab	Source: Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will be provided additional information on how they can use the IP Video system and the Distance Learning Lab.	Teachers	Presentation/Workshop

Quarterly Positive Actions Celebrations

No professional development is needed for this strategy.

A. Parent Involvement: Instructional Workshops for Parents

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration Meetings</i>	Source: PD Grant Money Amount: \$3,000.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Grade Level curriculum collaboration meetings will be conducted to analyze data, receive best practices information and feedback, and work on curriculum and instruction. Substitute teachers will be hired for times the collaboration is scheduled during the school day.	Teachers Administrators	Talk to Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving Action Research

Professional Development Activity	Funding	Activity Purpose
<i>RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers</i>	Source: PD & SE Grant Money Amount: \$2,000.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Certified personnel will receive information and training via workshops and/or guest speakers on the above related topics to incorporate into the curriculum and classroom instructional areas.	Teachers Administrators	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving Action Research

F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration</i>	Source: Amount: \$0.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
The West Clark High Ability Coordinator will be a resource and provide information and resources to teachers of the High Ability program students.	Teachers	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>State Level Gifted & Talented (H.A.) Conference</i>	Source: GT Grant Funds Amount: \$800.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Certified personnel will attend the State GT conference, collaborate with other personnel, and help provide additional information to BES teachers of the High Ability program students.	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving Networking/Site Visit

F. Encourage Rigorous Curriculum: Reading Comprehension - Grade 4

Professional Development Activity	Funding	Activity Purpose
<i>Grade Level Team Collaboration regarding Reading Comprehension</i>	Source: Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Grade 4 teachers will work collaboratively on Reading Comprehension with their students, tracking their progress, analyzing the data, and refining the instructional methods if necessary.	Teachers Other	Study Group Collaborative Problem Solving

O. Extended Learning Activities: Before School Tutoring

Professional Development Activity	Funding	Activity Purpose
<i>Train Tutors</i>	Source: PD Grant Amount: \$250.00	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
The tutors working in the before school program will be trained on best practice methods and also on current available remediation software.	Other	Presentation/Workshop Peer Coaching

P. Teacher Mentoring Program: Academic Instructional Coaches

Professional Development Activity	Funding	Activity Purpose
<i>Using the Data</i>	Source: PD Grant Amount: \$900.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be mentored in the use of data to drive instruction. These trainings would be in conjunction with other classroom teacher professional development opportunities with the Instructional Academic Coaches and the various 1/2 day sessions already established in our SIP.	Teachers	Presentation/Workshop Study Group Collaborative Problem Solving

U. Focused Student Group: Exceptional Learners: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Train the Instructors on how to use BrainPop</i>	Source: CIS / SE Amount: \$250.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The CIS Coordinator will train the teachers and instructional assistants on the use of BrainPop with the SE students.	Teachers Administrators	Presentation/Workshop Peer Coaching

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

Concern: Parent Involvement: Information on how to help children succeed in school.

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:

- Attendance & Health Issues
- Parent Involvement: Annual Parent Meetings
- Parent Involvement: Family Nights
- Parent Involvement: Volunteer Opportunities
- A. Parent Involvement: Instructional Workshops for Parents

Concern: Utilizing Technology: Ongoing Professional Development Needed

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:

- Professional Development Utilizing Technology

Concern: Safe and Disciplined Learning Environment: Clear expectations for Student Behavior

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

Strategies to Impact This Concern:

- Attendance & Health Issues
- Parent Involvement: Annual Parent Meetings
- Quarterly Positive Actions Celebrations

Concern: Attendance: Parents & Students need to understand the importance of school attendance.

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 Special Education AYP (162 day) -- ISTEP LA

Strategies to Impact This Concern:

- Attendance & Health Issues
- Parent Involvement: Annual Parent Meetings
- Quarterly Positive Actions Celebrations

Concern: Exceptional Learners - Gifted being challenged with rigorous curriculum

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:

- F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability

Concern: Inspiration to Read

Data Targets Influenced by This Concern:

- 4th Grade -- ISTEP (seat data) LA
- 5th Grade -- ISTEP(seat data) LA

Strategies to Impact This Concern:

- Reading Counts Quarterly Celebrations

Required Areas of Concern

A. Parent Involvement (NCLB)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Gr. 3-6 -- ISTEP (seat data) LA
- Gr. 3-6 -- ISTEP (seat data) Math

Strategies to Impact This Concern:

- A. Parent Involvement: Instructional Workshops for Parents

F. Encourage Rigorous Curriculum (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 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Class of 2016 Special Educaton Students -- Writing: Use Correct Capitalization (4.6.7, 5.6.6, & 6.6.4)
- Gr. 3-6 -- ISTEP (seat data) LA
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Reading Comprehension - Grade 4
- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability

I. Focused Academic Area (PL221, NCLB)

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
- Class of 2016 Special Educaton Students -- Writing: Use Correct Capitalization (4.6.7, 5.6.6, & 6.6.4)
- Gr. 3-6 -- ISTEP (seat data) LA
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Reading Comprehension - Grade 4
- I. Focused Academic Area: Academic Coaches
- P. Teacher Mentoring Program: Academic Instructional Coaches

N. Parent Notice - School in Improvement (NCLB)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (NCLB)

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
- Gr. 3-6 -- ISTEP (seat data) LA
- Gr. 3-6 -- ISTEP (seat data) Math
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA

Strategies to Impact This Concern:

- O. Extended Learning Activities: Before School Tutoring
- O. Extended Learning Activities: After School Homework Club Tutoring

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Academic Instructional Coaches

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 4th Grade -- ISTEP (seat data) LA

Strategies to Impact This Concern:

- O. Extended Learning Activities: Before School Tutoring
- U. Focused Student Group: Exceptional Learners: Special Education

V. Peer Review for SIP (NCLB)

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:

- V. Peer Review for SIP

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:	At the District office, and in the BES Conference Room 1	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Indiana Reading Assessment, Grades K-2 (diagnostic reading) DRA-2, Grades K-3 (diagnostic reading, more indepth)	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	N/A	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.

Encourage Rigorous Curriculum

Aug 15, 2009: Meet with Identified H.A. Classroom Teachers

Person: Christina Pearson

Activity: Collaboration

Aug 15, 2009: Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.

Person: Christina Pearson

Activity: Collaboration

Aug 15, 2009: Develop survey in conjunction with the Instructional Coach & Principal

Person: Sarah Doan, Strategy Chair

Activity: Collect baseline data

Aug 15, 2009: Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.

Person: Christina Pearson, HA Coordinator

Activity: Scheduling Collaboration with Classroom Teachers

Aug 20, 2009: Provide Resources to H.A. Classroom Teachers

Person: Christina Pearson

Activity: Collaboration

Aug 20, 2009: Schedule Dates & Locations

Person: Principal & Strategy Chair

Activity: Collaboration Meetings

Aug 20, 2009: Schedule Topics & Topic Leaders

Person: Principal, Strategy Chair, & Instructional Coach

Activity: Collaboration Meetings

Aug 20, 2009: Distribute Survey

Person: Sarah Doan, Strategy Chair

Activity: Collect baseline data

Aug 25, 2009: Collect & Tally Survey

Person: Sarah Doan, Strategy Chair

Activity: Collect baseline data

Aug 31, 2009: Identify specific goals to be accomplished.

Person: WCCS Instructional Coach, Strategy Chair, & Principal

Activity: Goals Checklist

Aug 31, 2009: Meet to develop an outline for Reading Comprehension skills emphasis

Person: Grade Level Leader, Instructional Coach, & Grade 4 Teachers

Activity: Grade Level Team Collaboration regarding Reading Comprehension

Sep 1, 2009: Schedule Dates & Substitute Teachers

Person: Principal & Strategy Chair

Activity: Provide Collaboration Time

Sep 5, 2009: Follow-ups

Person: Instructional Coach & Grade Level Leader

Activity: Collaboration Meetings

- Sep 5, 2009:** Develop Checklist
Person: Strategy Chair
Activity: Goals Checklist
- Sep 10, 2009:** Distribute Checklist to Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Sep 15, 2009:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Sep 15, 2009:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- Sep 15, 2009:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Sep 15, 2009:** Share materials and information with classroom teachers regarding best practices for High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Sep 20, 2009:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Sep 20, 2009:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Sep 30, 2009:** Complete checklist following PD collaboration
Person: Grade Level Leaders
Activity: Goals Checklist
- Sep 30, 2009:** Identify Topics &/or Leaders
Person: Principal & Instructional Coach
Activity: RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers
- Oct 1, 2009:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time
- Oct 5, 2009:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Oct 5, 2009:** Collect Goals Checklists from Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Oct 15, 2009:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Oct 15, 2009:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration

- Oct 15, 2009:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Oct 20, 2009:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Oct 20, 2009:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Oct 20, 2009:** Meet to review student progress on Reading Comprehension.
Person: Grade Level Leader, Instructional Coach, & Grade 4 Teachers
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Oct 20, 2009:** Revise Outline and Instructional Methods as needed
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Oct 20, 2009:** Track each 4th grade students' progress in Reading Comprehension
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Nov 1, 2009:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time
- Nov 2, 2009:** Identify specific goals to be accomplished.
Person: WCCS Instructional Coach, Strategy Chair, & Principal
Activity: Goals Checklist
- Nov 5, 2009:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Nov 7, 2009:** Modify Checklist (if needed)
Person: Strategy Chair
Activity: Goals Checklist
- Nov 12, 2009:** Distribute Checklist to Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Nov 15, 2009:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Nov 15, 2009:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- Nov 15, 2009:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Nov 17, 2009:** Share materials and information with classroom teachers regarding best practices for High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers

- Nov 20, 2009:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Nov 20, 2009:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Nov 30, 2009:** Share Information with Staff
Person: Workshop Attendees
Activity: RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers
- Dec 1, 2009:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time
- Dec 2, 2009:** Complete checklist following PD collaboration
Person: Grade Level Leaders
Activity: Goals Checklist
- Dec 2, 2009:** Identify Topics &/or Leaders
Person: Principal & Instructional Coach
Activity: RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers
- Dec 5, 2009:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Dec 7, 2009:** Collect Goals Checklists from Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Dec 10, 2009:** Distribute Survey
Person: Sarah Doan, Strategy Chair
Activity: Collect 1st Semester Data
- Dec 15, 2009:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Dec 15, 2009:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- Dec 15, 2009:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Dec 20, 2009:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Dec 20, 2009:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Dec 20, 2009:** Collect & Tally Survey
Person: Sarah Doan, Strategy Chair
Activity: Collect 1st Semester Data

- Dec 22, 2009:** Meet to review student progress on Reading Comprehension.
Person: Grade Level Leader, Instructional Coach, & Grade 4 Teachers
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Dec 22, 2009:** Revise Outline and Instructional Methods as needed
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Dec 22, 2009:** Track each 4th grade students' progress in Reading Comprehension
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Jan 1, 2010:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time
- Jan 4, 2010:** Identify specific goals to be accomplished.
Person: WCCS Instructional Coach, Strategy Chair, & Principal
Activity: Goals Checklist
- Jan 5, 2010:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Jan 9, 2010:** Modify Checklist (if needed)
Person: Strategy Chair
Activity: Goals Checklist
- Jan 10, 2010:** Analyze Results & Update Data on Website for Semester 1
Person: Strategy Chair
Activity: Goals Checklist
- Jan 14, 2010:** Distribute Checklist to Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Jan 15, 2010:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Jan 15, 2010:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- Jan 15, 2010:** Enter Data in Computer & 3-Ring Binder
Person: Strategy Chair
Activity: Collect 1st Semester Data
- Jan 15, 2010:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Jan 19, 2010:** Share materials and information with classroom teachers regarding best practices for High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Jan 20, 2010:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration

- Jan 20, 2010:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Feb 1, 2010:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time
- Feb 3, 2010:** Complete checklist following PD collaboration
Person: Grade Level Leaders
Activity: Goals Checklist
- Feb 3, 2010:** Identify Topics &/or Leaders
Person: Principal & Instructional Coach
Activity: RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers
- Feb 5, 2010:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Feb 8, 2010:** Collect Goals Checklists from Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Feb 15, 2010:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Feb 15, 2010:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- Feb 15, 2010:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Feb 20, 2010:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Feb 20, 2010:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Feb 23, 2010:** Meet to review student progress on Reading Comprehension.
Person: Grade Level Leader, Instructional Coach, & Grade 4 Teachers
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Feb 23, 2010:** Revise Outline and Instructional Methods as needed
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Feb 23, 2010:** Track each 4th grade students' progress in Reading Comprehension
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Mar 1, 2010:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time

- Mar 1, 2010:** Share Information with Staff
Person: Workshop Attendees
Activity: RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers
- Mar 5, 2010:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Mar 8, 2010:** Identify specific goals to be accomplished.
Person: WCCS Instructional Coach, Strategy Chair, & Principal
Activity: Goals Checklist
- Mar 13, 2010:** Modify Checklist (if needed)
Person: Strategy Chair
Activity: Goals Checklist
- Mar 15, 2010:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Mar 15, 2010:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- Mar 15, 2010:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Mar 18, 2010:** Distribute Checklist to Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Mar 20, 2010:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Mar 20, 2010:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Mar 23, 2010:** Share materials and information with classroom teachers regarding best practices for High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Apr 1, 2010:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time
- Apr 5, 2010:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Apr 7, 2010:** Complete checklist following PD collaboration
Person: Grade Level Leaders
Activity: Goals Checklist
- Apr 7, 2010:** Identify Topics &/or Leaders
Person: Principal & Instructional Coach
Activity: RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers

- Apr 12, 2010:** Collect Goals Checklists from Grade Level Leaders
Person: Strategy Chair
Activity: Goals Checklist
- Apr 15, 2010:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Apr 15, 2010:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- Apr 15, 2010:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Apr 20, 2010:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- Apr 20, 2010:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- Apr 27, 2010:** Meet to review student progress on Reading Comprehension.
Person: Grade Level Leader, Instructional Coach, & Grade 4 Teachers
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Apr 27, 2010:** Revise Outline and Instructional Methods as needed
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Apr 27, 2010:** Track each 4th grade students' progress in Reading Comprehension
Person: Grade Level Team & Instructional Coach
Activity: Grade Level Team Collaboration regarding Reading Comprehension
- Apr 30, 2010:** Attend State GT/HA Conference
Person: Christina Pearson & Certified Personnel
Activity: State Level Gifted & Talented (H.A.) Conference
- May 1, 2010:** Distribute Survey
Person: Sarah Doan, Strategy Chair
Activity: Collect 2nd Semester Data
- May 1, 2010:** Schedule Dates & Substitute Teachers
Person: Principal & Strategy Chair
Activity: Provide Collaboration Time
- May 5, 2010:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- May 5, 2010:** Share Information with Staff
Person: Workshop Attendees
Activity: RTI, Differentiation, LA/Math, and/or Classroom Management Workshops & Guest Speakers
- May 15, 2010:** Meet with Identified H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration

- May 15, 2010:** Provide Information to H.A. Classroom Teachers regarding H.A. students and rigorous curriculum options.
Person: Christina Pearson
Activity: Collaboration
- May 15, 2010:** Collect & Tally Survey
Person: Sarah Doan, Strategy Chair
Activity: Collect 2nd Semester Data
- May 15, 2010:** Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- May 15, 2010:** Share Information with Staff
Person: BES Conference Attendees
Activity: State Level Gifted & Talented (H.A.) Conference
- May 20, 2010:** Provide Resources to H.A. Classroom Teachers
Person: Christina Pearson
Activity: Collaboration
- May 20, 2010:** Schedule Topics & Topic Leaders
Person: Principal, Strategy Chair, & Instructional Coach
Activity: Collaboration Meetings
- May 25, 2010:** Share materials and information with classroom teachers regarding best practices for High Ability students.
Person: Christina Pearson, HA Coordinator
Activity: Scheduling Collaboration with Classroom Teachers
- Jun 5, 2010:** Follow-ups
Person: Instructional Coach & Grade Level Leader
Activity: Collaboration Meetings
- Jun 10, 2010:** Enter Data in Computer & 3-Ring Binder
Person: Strategy Chair
Activity: Collect 2nd Semester Data
- Jun 10, 2010:** Analyze Results & Update Data on Website for Semester 2
Person: Strategy Chair
Activity: Goals Checklist

Extended Learning Activities

- Aug 25, 2009:** Create Checklist
Person: CIS Coordinator & Instructional Coach
Activity: Goals Checklist
- Aug 25, 2009:** Create and Send Notice
Person: CIS Coordinator, Principal, & SE Personnel
Activity: Notification to Parents & Scheduling
- Aug 25, 2009:** Schedule Dates, Topics, Locations
Person: CIS Coordinator, SE Teachers, & Instructional Coach
Activity: Train Tutors
- Aug 25, 2009:** Identify personnel to tutor the students
Person: CIS Coordinator & Instructional Coach
Activity: Tutoring Sessions
- Aug 31, 2009:** Schedule Students on Respective Days
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Notification to Parents & Scheduling

- Aug 31, 2009:** Provide training & updates to tutors
Person: CIS Coordinator, SE Teachers, & Instructional Coach
Activity: Train Tutors
- Sep 1, 2009:** Administer Baseline checklist of goals
Person: Jean Haub, Strategy Chair
Activity: Collect baseline data
- Sep 1, 2009:** Administer Goals Checklist to Identified Students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Goals Checklist
- Sep 1, 2009:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Sep 10, 2009:** Tabulate data & share with Tutors
Person: Jean Haub, Strategy Chair
Activity: Collect baseline data
- Oct 1, 2009:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Oct 15, 2009:** Provide progress feedback to students & parents
Person: CIS Coordinator, Instructional Coach, & Special Education personnel
Activity: Tutoring Sessions
- Nov 1, 2009:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Nov 2, 2009:** Provide training & updates to tutors
Person: CIS Coordinator, SE Teachers, & Instructional Coach
Activity: Train Tutors
- Nov 3, 2009:** Administer Goals Checklist to Identified Students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Goals Checklist
- Dec 1, 2009:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Dec 15, 2009:** Administer Follow-up checklist of goals
Person: Jean Haub, Strategy Chair
Activity: Collect first semester/trimester follow up data
- Dec 17, 2009:** Provide progress feedback to students & parents
Person: CIS Coordinator, Instructional Coach, & Special Education personnel
Activity: Tutoring Sessions
- Jan 1, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Jan 4, 2010:** Provide training & updates to tutors
Person: CIS Coordinator, SE Teachers, & Instructional Coach
Activity: Train Tutors

- Jan 5, 2010:** Tabulate data & share with Tutors
Person: Jean Haub, Strategy Chair
Activity: Collect first semester/trimester follow up data
- Jan 5, 2010:** Administer Goals Checklist to Identified Students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Goals Checklist
- Feb 1, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Feb 18, 2010:** Provide progress feedback to students & parents
Person: CIS Coordinator, Instructional Coach, & Special Education personnel
Activity: Tutoring Sessions
- Mar 1, 2010:** Provide training & updates to tutors
Person: CIS Coordinator, SE Teachers, & Instructional Coach
Activity: Train Tutors
- Mar 1, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Mar 9, 2010:** Administer Goals Checklist to Identified Students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Goals Checklist
- Apr 1, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- Apr 22, 2010:** Provide progress feedback to students & parents
Person: CIS Coordinator, Instructional Coach, & Special Education personnel
Activity: Tutoring Sessions
- May 1, 2010:** Provide training & updates to tutors
Person: CIS Coordinator, SE Teachers, & Instructional Coach
Activity: Train Tutors
- May 1, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: CIS Coordinator, Instructional Coach, & Special Education Personnel
Activity: Tutoring Sessions
- May 15, 2010:** Administer Follow-up checklist of goals
Person: Jean Haub, Strategy Chair
Activity: Collect final semester/trimester follow up data
- May 31, 2010:** Tabulate data & report to Principal, Parents, & Program Coordinators
Person: Jean Haub, Strategy Chair
Activity: Collect final semester/trimester follow up data

Focused Student Group

- Aug 10, 2009:** A meeting will be held with the teachers to explain to them how we are going to help these students every morning to try and lessen the students' frustrations and make them more successful
Person: Principal
Activity: Meeting with teachers

- Aug 13, 2009:** Using computer to set up appointments to use the computer lab
Person: Special Needs Coordinator/CIS Coordinator
Activity: Reserving Computer Lab
- Aug 15, 2009:** Schedule Computer Lab
Person: CIS Coordinator
Activity: Train the Instructors on how to use BrainPop
- Aug 31, 2009:** Conduct Training
Person: CIS Coordinator
Activity: Train the Instructors on how to use BrainPop
- Sep 7, 2009:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- Oct 7, 2009:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- Oct 15, 2009:** Create Survey
Person: Strategy Chair
Activity: Survey Classroom Teachers
- Nov 7, 2009:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- Dec 1, 2009:** Distribute Survey
Person: Strategy Chair
Activity: Survey Classroom Teachers
- Dec 7, 2009:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- Dec 15, 2009:** Collect and record percent of positive responses on the classroom teacher survey as to the effective impact this has on the students participating from their classroom.
Person: Strategy Chair
Activity: Collect baseline data
- Dec 15, 2009:** Meet with Special Needs Coordinator/CIS Coordinator to get student referral forms
Person: Strategy Chair
Activity: Collect baseline data
- Dec 15, 2009:** Collect and record percent of positive responses on the classroom teacher survey as to the effective impact this has on the students participating from their classroom.
Person: Strategy Chair
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Meet with Special Needs Coordinator/CIS Coordinator to get student referral forms
Person: Strategy Chair
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Collect & Tally Survey
Person: Strategy Chair
Activity: Survey Classroom Teachers
- Jan 7, 2010:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students

- Feb 2, 2010:** Distribute Survey
Person: Strategy Chair
Activity: Survey Classroom Teachers
- Feb 7, 2010:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- Feb 16, 2010:** Collect & Tally Survey
Person: Strategy Chair
Activity: Survey Classroom Teachers
- Mar 7, 2010:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- Mar 15, 2010:** Meet with Special Needs Coordinator/CIS Coordinator to get student referral forms
Person: Strategy Chair
Activity: Collect final semester/trimester follow up data
- Apr 6, 2010:** Distribute Survey
Person: Strategy Chair
Activity: Survey Classroom Teachers
- Apr 7, 2010:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- Apr 20, 2010:** Collect & Tally Survey
Person: Strategy Chair
Activity: Survey Classroom Teachers
- May 7, 2010:** Work with students for 30 minutes before school
Person: Special Needs Coordinator/CIS Coordinator
Activity: Working with students
- May 15, 2010:** Collect and record percent of positive responses on the classroom teacher survey as to the effective impact this has on the students participating from their classroom.
Person: Strategy Chair
Activity: Collect final semester/trimester follow up data

Parent Involvement

- Aug 20, 2009:** Schedule Dates, Topics, Locations
Person: Instructional Coach & Principal
Activity: Organization
- Sep 1, 2009:** Identify and Schedule Presenters
Person: Instructional Coach
Activity: Organization
- Sep 20, 2009:** Identify & Obtain incentives to attend (ie. free food, door prizes, etc.)
Person: Instructional Coach & Principal
Activity: Promote Participation
- Sep 30, 2009:** Collect survey & tabulate
Person: Instructional Academic Coach
Activity: Collect baseline data

Sep 30, 2009: Create survey tool & Distribute
Person: Instructional Academic Coach
Activity: Collect baseline data

Sep 30, 2009: Prepare Promotional Materials & Distribute
Person: Instructional Coach
Activity: Organization

Oct 15, 2009: Share positive comments to other parents
Person: Instructional Coach & Parent Leaders
Activity: Promote Participation

Nov 22, 2009: Identify & Obtain incentives to attend (ie. free food, door prizes, etc.)
Person: Instructional Coach & Principal
Activity: Promote Participation

Dec 1, 2009: Distribute survey for first semester follow-up data
Person: Instructional Academic Coach
Activity: Collect first semester/trimester follow up data

Dec 2, 2009: Prepare Promotional Materials & Distribute
Person: Instructional Coach
Activity: Organization

Dec 17, 2009: Share positive comments to other parents
Person: Instructional Coach & Parent Leaders
Activity: Promote Participation

Dec 20, 2009: Compare and analyze data collected from the survey
Person: Instructional Academic Coach
Activity: Collect first semester/trimester follow up data

Jan 24, 2010: Identify & Obtain incentives to attend (ie. free food, door prizes, etc.)
Person: Instructional Coach & Principal
Activity: Promote Participation

Feb 3, 2010: Prepare Promotional Materials & Distribute
Person: Instructional Coach
Activity: Organization

Feb 18, 2010: Share positive comments to other parents
Person: Instructional Coach & Parent Leaders
Activity: Promote Participation

Mar 28, 2010: Identify & Obtain incentives to attend (ie. free food, door prizes, etc.)
Person: Instructional Coach & Principal
Activity: Promote Participation

Apr 7, 2010: Prepare Promotional Materials & Distribute
Person: Instructional Coach
Activity: Organization

Apr 22, 2010: Share positive comments to other parents
Person: Instructional Coach & Parent Leaders
Activity: Promote Participation

May 1, 2010: Distribute survey for second semester follow-up data
Person: Instructional Academic Coach
Activity: Collect final semester/trimester follow up data

May 20, 2010: Compare and analyze data collected from the survey

Person: Instructional Academic Coach

Activity: Collect final semester/trimester follow up data

May 30, 2010: Share results with administration & task force

Person: Instructional Academic Coaches

Activity: Collect final semester/trimester follow up data

Professional Development Utilizing Technology

Sep 5, 2009: Schedule Presenter(s)

Person: Principal & Strategy Chair

Activity: Software Training

Sep 5, 2009: Schedule Topics & Locations

Person: Principal & Strategy Chair

Activity: Software Training

Oct 31, 2009: Reserve the DLL

Person: Strategy Chair

Activity: Distance Learning Lab

Oct 31, 2009: Select date and Schedule Jerry Steward from the Wilson Center.

Person: Principal

Activity: Distance Learning Lab

Nov 7, 2009: Schedule Presenter(s)

Person: Principal & Strategy Chair

Activity: Software Training

Nov 7, 2009: Schedule Topics & Locations

Person: Principal & Strategy Chair

Activity: Software Training

Nov 30, 2009: Distribute Information on the Conference

Person: Principal & Strategy Chair

Activity: ICE Conference

Dec 15, 2009: Arrange Registration, housing, travel

Person: Principal

Activity: ICE Conference

Jan 9, 2010: Schedule Presenter(s)

Person: Principal & Strategy Chair

Activity: Software Training

Jan 9, 2010: Schedule Topics & Locations

Person: Principal & Strategy Chair

Activity: Software Training

Feb 28, 2010: Attend I.C.E. Conference

Person: Principal & Strategy Chair

Activity: ICE Conference

Mar 13, 2010: Schedule Presenter(s)

Person: Principal & Strategy Chair

Activity: Software Training

Mar 13, 2010: Schedule Topics & Locations

Person: Principal & Strategy Chair

Activity: Software Training

Apr 30, 2010: Report back to staff & provide ideas/information.
Person: Conference Attendees
Activity: ICE Conference

Quarterly Positive Actions Celebrations

Sep 25, 2009: Identify Dates
Person: Marcy Hamilton
Activity: Quarterly Incentive Parties

Sep 25, 2009: Schedule Area(s)
Person: Marcy Hamilton
Activity: Quarterly Incentive Parties

Sep 30, 2009: Identify Themes
Person: Strategy Task Force Members
Activity: Quarterly Incentive Parties

Sep 30, 2009: Organize Items Needed & Who will be Responsible for each one
Person: Andrea Sisson
Activity: Quarterly Incentive Parties

Sep 30, 2009: Organize Volunteers Needed
Person: Kathie Poe
Activity: Quarterly Incentive Parties

Oct 10, 2009: Notificaton of Students who Qualify
Person: Marcy Hamilton
Activity: Quarterly Incentive Parties

Dec 2, 2009: Organize Items Needed & Who will be Responsible for each one
Person: Andrea Sisson
Activity: Quarterly Incentive Parties

Dec 2, 2009: Organize Volunteers Needed
Person: Kathie Poe
Activity: Quarterly Incentive Parties

Dec 12, 2009: Notificaton of Students who Qualify
Person: Marcy Hamilton
Activity: Quarterly Incentive Parties

Mar 3, 2010: Organize Items Needed & Who will be Responsible for each one
Person: Andrea Sisson
Activity: Quarterly Incentive Parties

Mar 3, 2010: Organize Volunteers Needed
Person: Kathie Poe
Activity: Quarterly Incentive Parties

Mar 13, 2010: Notificaton of Students who Qualify
Person: Marcy Hamilton
Activity: Quarterly Incentive Parties

May 7, 2010: Organize Items Needed & Who will be Responsible for each one
Person: Andrea Sisson
Activity: Quarterly Incentive Parties

May 7, 2010: Organize Volunteers Needed

Person: Kathie Poe

Activity: Quarterly Incentive Parties

May 17, 2010: Notificaton of Students who Qualify

Person: Marcy Hamilton

Activity: Quarterly Incentive Parties

Teacher Mentoring Program

Aug 25, 2009: Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students.

Person: Instructional Coach, Grade Level Teachers, Principal

Activity: Collaboration & Training Time

Aug 31, 2009: Create and distribute checklist for baseline data

Person: Instructional Academic Coach

Activity: Collect baseline data

Sep 1, 2009: Help identify and secure resource materials

Person: Instructional Coach

Activity: Collaboration & Training Time

Sep 1, 2009: Obtain Subs

Person: Principal & Strategy Chair

Activity: Collaboration & Training Time

Sep 1, 2009: Provide support for classroom teachers

Person: Instructional Coach & Principal

Activity: Collaboration & Training Time

Sep 15, 2009: Identify strategies to be used with the Tier 2 and Tier 3 students

Person: Instructional Coach & Grade Level Teachers

Activity: Differentiating Instruction

Sep 15, 2009: Partner with Teachers for best practices instruction based on student data

Person: Instructional Coach

Activity: Differentiating Instruction

Sep 15, 2009: Work with the student data to determine student needs

Person: Instructional Coach & Grade Level Teachers

Activity: Differentiating Instruction

Oct 1, 2009: Provide support for classroom teachers

Person: Instructional Coach & Principal

Activity: Collaboration & Training Time

Oct 13, 2009: Help identify and secure resource materials

Person: Instructional Coach

Activity: Collaboration & Training Time

Oct 15, 2009: Partner with Teachers for best practices instruction based on student data

Person: Instructional Coach

Activity: Differentiating Instruction

Oct 20, 2009: Identify strategies to be used with the Tier 2 and Tier 3 students

Person: Instructional Coach & Grade Level Teachers

Activity: Differentiating Instruction

Oct 20, 2009: Discuss best practices in relation to the student data

Person: Instructional Coach, Grade Level Teacher, Principal

Activity: Using the Data

- Oct 20, 2009:** Grade Level meetings to discuss student data
Person: Instructional Coach, Grade Level Teachers, Principal
Activity: Using the Data
- Nov 1, 2009:** Provide support for classroom teachers
Person: Instructional Coach & Principal
Activity: Collaboration & Training Time
- Nov 3, 2009:** Obtain Subs
Person: Principal & Strategy Chair
Activity: Collaboration & Training Time
- Nov 15, 2009:** Partner with Teachers for best practices instruction based on student data
Person: Instructional Coach
Activity: Differentiating Instruction
- Nov 17, 2009:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: Instructional Coach & Grade Level Teachers
Activity: Differentiating Instruction
- Nov 24, 2009:** Help identify and secure resource materials
Person: Instructional Coach
Activity: Collaboration & Training Time
- Dec 1, 2009:** Provide support for classroom teachers
Person: Instructional Coach & Principal
Activity: Collaboration & Training Time
- Dec 15, 2009:** Distribute checklist for first semester follow-up data
Person: Instructional Academic Coach
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: Instructional Coach & Grade Level Teachers
Activity: Differentiating Instruction
- Dec 15, 2009:** Partner with Teachers for best practices instruction based on student data
Person: Instructional Coach
Activity: Differentiating Instruction
- Dec 20, 2009:** Compare and analyze data collected from checklist
Person: Instructional Academic Coach & Principal
Activity: Collect first semester/trimester follow up data
- Dec 22, 2009:** Discuss best practices in relation to the student data
Person: Instructional Coach, Grade Level Teacher, Principal
Activity: Using the Data
- Dec 22, 2009:** Grade Level meetings to discuss student data
Person: Instructional Coach, Grade Level Teachers, Principal
Activity: Using the Data
- Jan 1, 2010:** Provide support for classroom teachers
Person: Instructional Coach & Principal
Activity: Collaboration & Training Time
- Jan 5, 2010:** Help identify and secure resource materials
Person: Instructional Coach
Activity: Collaboration & Training Time

- Jan 5, 2010:** Obtain Subs
Person: Principal & Strategy Chair
Activity: Collaboration & Training Time
- Jan 15, 2010:** Partner with Teachers for best practices instruction based on student data
Person: Instructional Coach
Activity: Differentiating Instruction
- Jan 19, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: Instructional Coach & Grade Level Teachers
Activity: Differentiating Instruction
- Feb 1, 2010:** Provide support for classroom teachers
Person: Instructional Coach & Principal
Activity: Collaboration & Training Time
- Feb 15, 2010:** Partner with Teachers for best practices instruction based on student data
Person: Instructional Coach
Activity: Differentiating Instruction
- Feb 16, 2010:** Help identify and secure resource materials
Person: Instructional Coach
Activity: Collaboration & Training Time
- Feb 16, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: Instructional Coach & Grade Level Teachers
Activity: Differentiating Instruction
- Feb 23, 2010:** Discuss best practices in relation to the student data
Person: Instructional Coach, Grade Level Teacher, Principal
Activity: Using the Data
- Feb 23, 2010:** Grade Level meetings to discuss student data
Person: Instructional Coach, Grade Level Teachers, Principal
Activity: Using the Data
- Mar 1, 2010:** Provide support for classroom teachers
Person: Instructional Coach & Principal
Activity: Collaboration & Training Time
- Mar 9, 2010:** Obtain Subs
Person: Principal & Strategy Chair
Activity: Collaboration & Training Time
- Mar 15, 2010:** Partner with Teachers for best practices instruction based on student data
Person: Instructional Coach
Activity: Differentiating Instruction
- Mar 16, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: Instructional Coach & Grade Level Teachers
Activity: Differentiating Instruction
- Mar 30, 2010:** Help identify and secure resource materials
Person: Instructional Coach
Activity: Collaboration & Training Time
- Apr 1, 2010:** Provide support for classroom teachers
Person: Instructional Coach & Principal
Activity: Collaboration & Training Time

- Apr 15, 2010:** Partner with Teachers for best practices instruction based on student data
Person: Instructional Coach
Activity: Differentiating Instruction
- Apr 20, 2010:** Identify strategies to be used with the Tier 2 and Tier 3 students
Person: Instructional Coach & Grade Level Teachers
Activity: Differentiating Instruction
- Apr 27, 2010:** Discuss best practices in relation to the student data
Person: Instructional Coach, Grade Level Teacher, Principal
Activity: Using the Data
- Apr 27, 2010:** Grade Level meetings to discuss student data
Person: Instructional Coach, Grade Level Teachers, Principal
Activity: Using the Data
- May 1, 2010:** Provide support for classroom teachers
Person: Instructional Coach & Principal
Activity: Collaboration & Training Time
- May 10, 2010:** Distribute checklist for second semester follow-up data
Person: Instructional Academic Coach
Activity: Collect final semester/trimester follow up data
- May 11, 2010:** Help identify and secure resource materials
Person: Instructional Coach
Activity: Collaboration & Training Time
- May 11, 2010:** Obtain Subs
Person: Principal & Strategy Chair
Activity: Collaboration & Training Time
- May 15, 2010:** Partner with Teachers for best practices instruction based on student data
Person: Instructional Coach
Activity: Differentiating Instruction
- May 25, 2010:** Compare and analyze data collected from checklist
Person: Instructional Academic Coach & Principal
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

	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>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (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>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <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 7: (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><i>1st Fri. in April: All submissions due online</i></p>	<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>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</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>