

# **School Improvement Plan - PL221 Version - 2008-2011**

**June 23, 2008 13:44:37**

## **North Daviess Jr-Sr High Sch (1121)**

**North Daviess Com Schools**

**Elnora, 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

North Daviess Jr-Sr High 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](http://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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	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](http://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

- Jane Ann Beard - Community Representative (Business)
- Ann Bontrager - Teacher
- Nicole Cook - School Counselor
- Jed Jerrels - Administrator
- Glenda Scudder - Parent/Guardian

## Strategy Chairs

- Nicole Cook
- Jed Jerrels
- Glenda Scudder
- Beth Smith
- Christi Wilson

## Community Council

- Marlene Allen - teacher
- Ken and Shelley Andis
- Rita Baldwin - lawyer
- Jamie and Julie Bass - substitute teacher, computer
- Ron Critchlow - Newspaper
- Ty Freed - VU mechanics instructor
- Jack and Dana Fulton
- Darin Holder
- Nick and Susie Raber
- Brad and Renee Roark
- LeRoy Stoll
- Carla Swartzentruber - Business
- Darla Swartzentruber
- Jon and Sheila Willis - Fed Ex, family services
- John and Kathy Wilson
- Theresa Winklepleck
- David Wintergerst - optomotrist

# 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:**

American Student Achievement Institute NORTH DAVIESS JR/SR HIGH SCHOOL â VISION STATEMENT

We believe that all students deserve to be surrounded by adults who believe they are capable of high achievement. We believe that every child deserves to be surrounded by a culture of high expectations and a rich array of options for the future. We believe that every child deserves rich educational and career guidance in order to define the pathways to the options he or she chooses. We believe that every child deserves rich curriculum, instruction, and services to be able to realize his or her personal aspirations developed through the guidance process. We believe that all student deserve the chance to succeed without prejudice.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: Each teacher, counselor, administrator, parent, and community member has high expectations of all students, and they work together to help all students reach those expectations. Teachers integrate curriculum between disciplines, and provide students with challenging work tasks that require students to research and apply learned knowledge and skills to solve real-world problems. School and community members are only satisfied when all students reach high expectations. They are committed to helping all students achieve high goals. To reach all students, teachers vary their teaching methods to match studentsâ learning styles (differentiated instruction). They also allow extra time for students who need it, and provide a variety of support initiatives including 1) âLearning Zoneâ for difficult subject matter allowing students an additional explanation of the material covered, 2) tutoring by community members/teachers/peer educators, 3) a telephone homework help line, 4) a full time remediation instructor, and 5) internet access for checking student grades and progress. Adults provide sound guidance for students through an Advisory Program in which teachers and community members work together to provide the students individual guidance and to help the students develop their Personal Education Plan (PEP). The learning environment is not contained by the schoolâs four walls. Students attend class on a regular basis at the work site where employers help them learn real-world applications of academic content. Business members are actively involved with the schools. They are working members of each school department and help teachers meet curricular needs that are up-to-date and applicable in the real world. They also help teachers develop real-world applications and scenarios in which students can apply their academic learning. Business members provide work site opportunities for students to learn, often team-teaching with the teacher. Business members serve as mentors to students interested in their career cluster. Parents are also heavily involved with their sonâs or daughterâs learning. All parents have discussions with their childâs teachers on a regular basis and daily discussions with their son or daughter about school. Parents are supportive of their childâs future plans and help the student develop and implement the PEP.

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

In this environment where all adults are living by their core convictions, all students have high expectations of themselves and are actively involved in their learning. Students accept ownership and responsibility for their education by actively engaged in the learning process. Each student eagerly pursues academic and career education, and participates in integrated projects (some in the classroom, some at a worksite) in which they use learned knowledge and skills to solve challenging real-world problems. All students are involved in work-based learning experiences where they apply academic knowledge and skills. Students are well motivated with strong self-esteem, and approach learning with a clear sense of purpose. Students exhibit strong personal management, citizenship, and team-building skills. Each student possesses the self-knowledge, career awareness, and skills required to make sound educational and career decisions. All students have meaningful future plans with tentative career selections and corresponding course work selections.

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

- % of students who Pass GQE in 10th Grade: 100%
- % of students who Passing ISTEP+: 100%
- % of students who Passing all classes: 100%
- % of students who Earning a Core 40 Diploma: 100%
- % of students who Earning Academic Honors Diploma: 100%
- % of students who Earning dual/post Secondary Credit: 100%

- % of students who Graduating: 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	
92	75.6	97	75.1	100	74.4	100		100				100

## 9th-11th grades - Passing all classes

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	
100	82.5	100	85.5	100		100		100				100

## All passing ISTEP Language Arts - Average percent passing

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	
91	74.75	96		100		100		100				100

## All passing ISTEP Math - Average percent passing

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	
93	76.5	98		100		100		100				100

## all students taking ISTEP - Raising their Computation in 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	
		100	76	100		100		100				100



**Seniors students - Graduation Rate**

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	
98	83.12	99	84.7	100		100		100				100

**Students (7 & 8 grade) participating in lunch program - Passing all classes**

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	
82	76	100		100		100		100				100

**Students Participating in Lunch Program - Passing GQE Language Arts**

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	
86	80.5	91		96		100		100				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: Student Time Management Skills**

49% of students feel they have time management skills

## Required Areas of Concern

### **A. Parent Involvement**

### **B. Technology Coordination**

### **C. Safe and Disciplined Learning Environment**

### **D. Attendance**

### **E. Offer Core 40 / Honors Courses**

### **F. Encourage Core 40 / Honors Courses**

### **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

### Getting Real About Student Progress

It is our idea that if students complete a higher % of their homework their grades will improve, their test scores will improve and their overall attitude towards school will improve. The program will involve all students in grades 7-12. Each teacher will be responsible of recording late or incomplete assignments on the webgrade program daily. After a student has received three late or incomplete assignments in any particular class, that student will then receive a one hour after school study session supervised by volunteer teachers. This is a referral notice sent home with the student for the parent to sign then return. Failure to return the GRASP referral will result in another GRASP referral. After a student has been assigned to three of these sessions, he/she will then be assigned to a Friday evening study session starting right after school and lasting for 3 hours. At the sessions, students will be working assignments and receiving assistance from the teacher if necessary. If a student would for some reason not have work to do he/she will be given material to read and complete dealing with study habits and time management. Teachers will also be able to give feedback on this program at their discretion using a created "Web blog" that would act as an on-line chat room only for teachers at NDHS. It is our idea that this web blog would allow teachers to share with others ideas that are working with particular students and any pertinent information concerning after school sessions and such.

## Required Strategies

### A. Parent Involvement

Meetings are being held to discuss the educational activity by the Cares Group (Cougars are Ready for Educational Success) composed of students, faculty, parents and community. These meetings are bi-monthly at the high school.

### B. Technology Coordination

Working close with the technology department the HS staff will be trained and inserviced on technology areas once a month either through web-cast or inservice training.

### C. Safe and Disciplined Learning Environment

The administration will meet with students to explain the policy and procedures for ND at the beginning of each school year.

### D. Attendance

Administration will meet with students and parents on an ongoing basis when the student meets a criterion that requires attention. The student will be placed on an attendance contract.

### E. Offer Core 40 / Honors Courses

Every student will be on the core 40 tract to graduate. All students will be offered but only some students will take the opportunity to graduate in the honor courses. The courses are listed in our course description booklet.

### F. Encourage Core 40 / Honors Courses

Every student will be on the core 40 tract to graduate. All students will be offered but only some students will take the opportunity to graduate in the honor courses. The students are given a course description in our LA classes and encouraged to bring their parent to registration. All LA, Math, Soc St, & Sci Courses are required for Core 40 - additionally selected FA & RA courses are required.

### G1. Exceptional Learners - Gifted

Every student will be offered the opportunity to take advance courses. Courses in all core subject will be offered through college accreditation. All students will be offered but only some students will take the opportunity to graduate in the honor courses.

## **G2. Exceptional Learners - Special Education**

Every student will be offered the opportunity to take advance courses. Courses in all core subject will be offered through college accreditation. All students will be offered but only some students will take the opportunity to graduate in the honor courses. We also have the special education students taking a re-inforce course to reemphasize the core classes of LA & Math

## **H. Cultural Competency**

Our students are made aware of cultural diversity through our Amish Community. The student at north daviess have been culturally aware from day one of school as they are emersed in the amish culture by working, playing and studying with amish children.

## Professional Development

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

### Getting Real About Student Progress

Professional Development Activity	Funding	Activity Purpose
<i>Kick Off</i>	Source: Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
This activity is to describe and impliment GRASP - all staff members will attend.	Teachers Counselors Administrators	Talk to Presentation/Workshop Other

### A. Parent Involvement

No professional development is needed for this strategy.

### B. Technology Coordination

Professional Development Activity	Funding	Activity Purpose
<i>ASSESSMENT OF NEED</i>	Source: Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Assess needs of staff - what needs do the staff want and how to address them	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Impliment training of need</i>	Source: Cell Money Amount: \$500.00	Skill Building
Brief Description	Intended Participants	Activity Format
Once assessment is completed the implimentation of needs	Teachers Counselors Administrators	Talk to Peer Coaching Professional Reading Action Research

# 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: Student Time Management Skills

#### Data Targets Influenced by This Concern:

- All passing ISTEP Language Arts -- Average percent passing
- All passing ISTEP Math -- Average percent passing
- all students taking ISTEP -- Raising their Computation in Math
- Students (7 & 8 grade) participating in lunch program -- Passing all classes
- Students Participating in Lunch Program -- Passing GQE Language Arts

#### Strategies to Impact This Concern:

- Getting Real About Student Progress

## Required Areas of Concern

### A. Parent Involvement (PL221)

#### Data Targets Influenced by This Concern:

- 9th-11th grades -- Passing all classes
- All passing ISTEP Language Arts -- Average percent passing
- All passing ISTEP Math -- Average percent passing

#### Strategies to Impact This Concern:

- Getting Real About Student Progress
- A. Parent Involvement

### B. Technology Coordination (PL221)

#### Data Targets Influenced by This Concern:

- 9th-11th grades -- Passing all classes

#### Strategies to Impact This Concern:

- B. Technology Coordination

### C. Safe and Disciplined Learning Environment (PL221)

#### Data Targets Influenced by This Concern:

- 9th-11th grades -- Passing all classes
- Students Participating in Lunch Program -- Passing GQE Language Arts

**Strategies to Impact This Concern:**

- C. Safe and Disciplined Learning Environment

## **D. Attendance (PL221)**

**Data Targets Influenced by This Concern:**

- 9th-11th grades -- Passing all classes
- Students Participating in Lunch Program -- Passing GQE Language Arts

**Strategies to Impact This Concern:**

- D. Attendance

## **E. Offer Core 40 / Honors Courses (PL221)**

**Data Targets Influenced by This Concern:**

- Seniors students -- Graduation Rate

**Strategies to Impact This Concern:**

- E. Offer Core 40 / Honors Courses

## **F. Encourage Core 40 / Honors Courses (PL221)**

**Data Targets Influenced by This Concern:**

- Seniors students -- Graduation Rate

**Strategies to Impact This Concern:**

- F. Encourage Core 40 / Honors Courses

## **G1. Exceptional Learners - Gifted (PL221)**

**Data Targets Influenced by This Concern:**

- 9th-11th grades -- Passing all classes

**Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted

## **G2. Exceptional Learners - Special Education (PL221)**

**Data Targets Influenced by This Concern:**

- 9th-11th grades -- Passing all classes
- Students (7 & 8 grade) participating in lunch program -- Passing all classes
- Students Participating in Lunch Program -- Passing GQE Language Arts

**Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education

# H. Cultural Competency (PL221)

**Data Targets Influenced by This Concern:**

- 9th-11th grades -- Passing all classes

**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:	Principals Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP grades 7-10, NWEA grade 7-9	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	NA	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.

## Getting Real About Student Progress

, 2008: None

**Person:** None

**Activity:** None

**Aug 11, 2008:** Kick Off

**Person:** Beth

**Activity:** Kick Off

**Aug 11, 2008:** Mass meeting to impliment

**Person:** Beth

**Activity:** Kick off

**Aug 12, 2008:** Online reporting

**Person:** full faculty

**Activity:** Kick off

**Sep 1, 2008:** Calculate and record the % of teachers will report missing homework to parents

**Person:** Beth Smith

**Activity:** Collect baseline data

**Sep 1, 2008:** Calculate and record the number of students not receiving referrals

**Person:** Beth Smith

**Activity:** Collect baseline data

**Oct 14, 2008:** Online reporting

**Person:** full faculty

**Activity:** Kick off

**Dec 10, 2008:** Calculate and record the % of teachers will report missing homework to parents

**Person:** Beth Smith

**Activity:** Collect first semester/trimester follow up data

**Dec 10, 2008:** Calculate and record the number of students not receiving referrals

**Person:** Beth Smith

**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2008:** Online reporting

**Person:** full faculty

**Activity:** Kick off

**Feb 16, 2009:** Online reporting

**Person:** full faculty

**Activity:** Kick off

**Apr 20, 2009:** Online reporting

**Person:** full faculty

**Activity:** Kick off

**May 10, 2009:** Calculate and record the % of teachers will report missing homework to parents

**Person:** Beth Smith

**Activity:** Collect final semester/trimester follow up data

**May 10, 2009:** Calculate and record the number of students not receiving referrals  
**Person:** Beth Smith  
**Activity:** Collect final semester/trimester follow up data

## Parent Involvement

**Aug 20, 2008:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Sep 17, 2008:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Oct 15, 2008:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Nov 18, 2008:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Dec 17, 2008:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Jan 14, 2009:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Feb 18, 2009:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Mar 18, 2009:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**Apr 22, 2009:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

**May 20, 2009:** talk to  
**Person:** Glenda  
**Activity:** talk and talk again

## Technology Coordination

**Sep 10, 2008:** SEND TO STAFF AN ASSESSMENT  
**Person:** Todd Whitlock  
**Activity:** ASSESSMENT OF NEED

**Sep 20, 2008:** evalutae the need of staff  
**Person:** Todd  
**Activity:** ASSESSMENT OF NEED

**Oct 15, 2008:** Impliment 3 workshops to address needs

**Person:** Todd

**Activity:** Impliment training of need

## Continuous Improvement Timeline

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

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