

## **School Improvement Plan - PL221 Version - 2009-2012**

**June 2, 2009 15:09:38**

### **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
- Christi Wilson - Teacher

## Strategy Chairs

- Nicole Cook
- Jed Jerrels
- Beth Smith

## 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 - optometrist

# 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 duel/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.

## 12 - Graduation Data

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	
	84.7		95.9	100		100		100		100		100

## 8 - computation

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		79	100	76	100		100		100		100

## All passing ISTEP Language Arts - Average percent passing

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	
96	76	100	64	100	73	100		100		100		100

## All passing ISTEP Math - Average percent passing

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	
98	74	64	73	100		100		100		100		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	
97	75.1	100	74.4	100	73.2	100		100		100		100



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

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	
100	71	100	70	100	64	100		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

**Concern: Parent Involvement**

**Concern: Technology Coordination**

**Concern: Safe and Disciplined Learning Environment**

**Concern: Attendance**

**Concern: Offer Core 40 / Honors Courses**

**Concern: Exceptional Learners - Special Education**

### Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# 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

### 21st Century learning —

North Daviess 21st century High school is dedicated to the learning of the student in its school. The staff have a vigorous professional development process with assessments being internal and external. 1. This school will allow for PE waivers if the student is completed 6 units of IHSAA sponsored sports in the first 3 years of High School. 2. This school will have integrated classes with the possibility of gaining up to 6 credits in a 2 hour block through the seat time waiver. 3. Graduate high school with an Associates of Arts degree from an Indiana university. 4. Use technology as a tool or living curriculum give the students in the 21st century model a laptop through Text Book Rental not requiring text book to be checked out but uses as a resource.

### Getting Real About Student Progress (Homework Help) —

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 an other 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

### F. Encourage Rigorous Curriculum —

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. the student will have the ability to take up to 64 credits of dual credit offering all through our core forty offerings.

### I. Focused Academic Area: Project Based Learning —

ND21 will focus on Project Based Learning through out the school. within the 21st Century classrooms we are using PBL which is not new to ND. PBL is the when students are placed in groups and through a series of scaffolding activities the students learn the standards The professional development is geared to accelerate PBL. The entire staff will be trained in PBL. The PBL environment will be established in the 2008-09 school year and will expand through the school in subsequent school years.

### U. Focused Student Group: PBL and special ed —

Through our PBL environment we will tract the special ed population. They are included in this model with special ed teacher(s) assisting with the instruction on a daily basis. The students are learning that team work and collaboration is key to success.

# 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.

## 21st Century learning

Professional Development Activity	Funding	Activity Purpose
<i>PeBL Training PBL training Grand Rapids</i>	Source: Corp Amount: \$15,000.00	Information
Brief Description	Intended Participants	Activity Format
Grand Rapids Training	Teachers Counselors Administrators	Talk to Presentation/Workshop Study Group Peer Coaching

## Getting Real About Student Progress (Homework Help)

No professional development is needed for this strategy.

### I. Focused Academic Area: Project Based Learning

Professional Development Activity	Funding	Activity Purpose
ASC	Source: Corp Amount: \$15,000.00	
Brief Description	Intended Participants	Activity Format
Grand Rapids	Teachers Counselors Administrators	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading

## U. Focused Student Group: PBL and special ed

Professional Development Activity	Funding	Activity Purpose
<i>PLB &amp; The Spec Ed Student</i>	Source: Corp Amount: \$0.00	
Brief Description	Intended Participants	Activity Format
The Spec Ed teachers will be trained in PBL	Teachers Counselors Administrators	Talk to Presentation/Workshop Study Group

Professional Development Activity	Funding	Activity Purpose
<i>PLB Training ASC in Grad Rapids</i>	Source: Corp Amount: \$15,000.00	Information
Brief Description	Intended Participants	Activity Format
Training in Grand Rapids	Teachers Counselors Administrators	Talk to Presentation/Workshop Study Group

Professional Development Activity	Funding	Activity Purpose
<i>PBL Training</i>	Source: Corp Amount: \$15,000.00	
Brief Description	Intended Participants	Activity Format
Training in GR	Teachers	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: Student Time Management Skills

#### Data Targets Influenced by This Concern:

- 12 -- Graduation Data
- All passing ISTEP Language Arts -- Average percent passing
- All passing ISTEP Math -- Average percent passing
- Students (7 & 8 grade) participating in lunch program -- Passing all classes

#### Strategies to Impact This Concern:

- Getting Real About Student Progress (Homework Help)

### Concern: Parent Involvement

#### Data Targets Influenced by This Concern:

- All passing ISTEP Language Arts -- Average percent passing
- All passing ISTEP Math -- Average percent passing

#### Strategies to Impact This Concern:

- 21st Century learning

### Concern: Technology Coordination

#### Data Targets Influenced by This Concern:

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

#### Strategies to Impact This Concern:

- 21st Century learning
- I. Focused Academic Area: Project Based Learning

### Concern: Safe and Disciplined Learning Environment

#### Data Targets Influenced by This Concern:

#### Strategies to Impact This Concern:

- 21st Century learning

## **Concern: Attendance**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- 21st Century learning

## **Concern: Offer Core 40 / Honors Courses**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- 21st Century learning
- F. Encourage Rigorous Curriculum

## **Concern: Exceptional Learners - Special Education**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- U. Focused Student Group: PBL and special ed

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (PL221)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- 21st Century learning
- F. Encourage Rigorous Curriculum

### **I. Focused Academic Area (PL221)**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- 21st Century learning
- I. Focused Academic Area: Project Based Learning

### **U. Focused Student Group (PL221)**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- U. Focused Student Group: PBL and special ed



## 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:	Principal's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Acuity - a diagnostic test offered by DOE	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	Seat Time - as a New Tech school we offer multiple course in integrated classes. (as proved by blanket waiver from DOE March 20 Memorandum from Jeff Zaring) PE waiver - we want to be able to waive PE is a student athlete completes 6 different sport seasons. (as proved by blanket waiver from DOE March 20 Memorandum from Jeff Zaring) Textbook waiver - we want to offer a living curriculum option so students can have a laptop that houses their texts and reference/ resource material.(as proved by blanket waiver from DOE March 20 Memorandum from Jeff Zaring)	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.

## 21st Century learning

**Jul 27, 2009:** ASC Grand Rapids (week long)

**Person:** Jed

**Activity:** PeBL Training PBL training Grand Rapids

**Aug 18, 2009:** PLB Calendar Meeting

**Person:** Jed & Linda

**Activity:** PeBL Training PBL training Grand Rapids

**Aug 18, 2009:** Intro the PBL model to staff

**Person:** Jed & Linda

**Activity:** PLB Intro

**Aug 18, 2009:** PBL reality - making it work

**Person:** Jed

**Activity:** PLB Resisitance

**Aug 20, 2009:** Model PBL instruction

**Person:** Linda, Amy & Deb

**Activity:** PLB Intro

**Sep 2, 2009:** Impliment PBL with grade 10 LA

**Person:** Amy & Anna

**Activity:** PLB Intro

**Sep 18, 2009:** Checking for PBL experience

**Person:** Linda

**Activity:** PLB Resisitance

**Nov 15, 2009:** SSR - School Success Rubric

**Person:** Jed & Linda

**Activity:** Collect baseline data

**Nov 15, 2009:** Collect SSR Data

**Person:** Linda & Jed

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

**Dec 15, 2009:** SSR - School Success Rubric

**Person:** Jed & Linda

**Activity:** Collect baseline data

**Jan 15, 2010:** SSR - School Success Rubric

**Person:** Jed & Linda

**Activity:** Collect baseline data

**Feb 15, 2010:** SSR - School Success Rubric

**Person:** Jed & Linda

**Activity:** Collect baseline data

**Mar 15, 2010:** SSR - School Success Rubric

**Person:** Jed & Linda

**Activity:** Collect baseline data

- Apr 15, 2010:** SSR - School Success Rubric  
**Person:** Jed & Linda  
**Activity:** Collect baseline data
- May 15, 2010:** SSR - School Success Rubric  
**Person:** Jed & Linda  
**Activity:** Collect baseline data
- May 30, 2010:** SSR Data  
**Person:** Linda & Jed  
**Activity:** Collect final semester/trimester follow up data

## **Focused Academic Area**

- Jul 27, 2009:** ASC in Grand Rapids  
**Person:** Jed & Linda  
**Activity:** ASC
- Aug 30, 2009:** Collect and record strategy data  
**Person:** Jed  
**Activity:** Baseline Strategy Data
- Aug 30, 2009:** Collect and record strategy data  
**Person:** Jed  
**Activity:** First semester Strategy Data
- Dec 22, 2009:** Collect and record strategy data  
**Person:** Linda  
**Activity:** Baseline Strategy Data
- Dec 22, 2009:** Collect and record strategy data  
**Person:** Linda  
**Activity:** First semester Strategy Data
- May 30, 2010:** Collect and record strategy data  
**Person:** Jed  
**Activity:** Second semester Strategy Data
- May 30, 2010:** Collect and record strategy data  
**Person:** Linda  
**Activity:** Second semester Strategy Data

## **Focused Student Group**

- Jul 27, 2009:** Grand Rapids Training  
**Person:** Jed  
**Activity:** PLB Training ASC in Grad Rapids
- Aug 18, 2009:** Train Spec Ed Teachers  
**Person:** Jed  
**Activity:** PBL Training
- Aug 18, 2009:** Included in all PBL classes  
**Person:** Beth & Robin  
**Activity:** PLB & The Spec Ed Student

## Getting Real About Student Progress (Homework Help)

**Aug 18, 2009:** Handout on GRASP

**Person:** Beth

**Activity:** Discuss GRASP

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
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 &amp; Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; 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 &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review &amp; 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>