

School Improvement Plan - PL221 Version - 2009-2012

May 27, 2009 15:00:35

Wilson Middle School (1437)

Muncie Community Schools

Muncie, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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

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School Improvement Plan Introduction

Wilson Middle School

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Gary Brown - Administrator
- Marty McClain - Teacher
- Leisa Meer - Parent/Guardian
- Miranda Pattison - Teacher
- Christopher Phillips - Community Representative
- Rebecca Smith - School Counselor

Strategy Chairs

- Holly Brendel
- Gary Brown
- Rebecca Carr
- Guidance Counselors
- Sara Fauquher
- Jennifer Kile
- Judy O'Connor
- Jason Ruffer
- Anna Spencer

Community Council

- Josie Adams
- Bernice Beaty
- kathy Burton - Librarian
- Mary Byrley - AOK Supervisor
- Tammy Cooper
- Jeannette Durham
- Sara Fauquher - Reading Coach
- Mandi Harding
- Jay Hignite
- Lois Hill
- Marjorie Jameson
- James Johnson - Pastor
- Rick Johnson - Robotics
- Suzanne Kadinger - Program Director
- Kai Lampkins
- Cheryl LeBlanc - Robotics
- Sharon McShurley - Mayor
- Lesia Meer - Parent Volunteer Coordinator
- Joe Morgan
- Kevin Noble - Police Officer
- Morgan Noble - Cheer Coach
- Jason Phillips - Accountant
- Jenn Powell - AOK Supervisor
- Alexa Stanley - Reading Coach
- Paula Thrash

- Nakia Williams

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:

A safe environment at home, the community, and school. We believe their basic needs should be met. We believe that students deserve to be surrounded by parents, teachers, school staff and community members who believe in education and have high expectations for them. We believe students deserve caring, sincere and qualified teachers who believe in them. We believe students should not just be tested to determine mastery of material. Students should be permitted to have alternative assessment to determine success. We believe students should have an opportunity for additional instruction and tutoring programs. They should have other options for their future besides a Core 40 program. We believe our students should have mentors available for guidance during their ever changing middle school years. We believe that students should have a bully free school with no disruptions in classrooms. Students should have a voice and be listened to. We believe students deserve the best education possible, including up to date technology and equipment that provide them with skills to gain employment beyond their school years. We believe our students should have the opportunity to just be kids and to laugh and have fun. We believe our students deserve to have confidence in their abilities after they have received a fulfilling education at Wilson Middle School on their way to high school.

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

Teachers and staff that look forward to coming to school on a daily basis. We feel hopeful about the future and feel like we make a difference in the lives of our students and colleagues. We are excited to greet our students as they come to class. We prepare detailed, motivational lessons and engage in meaningful discussions with students. Our teachers use various teaching methods to meet the needs of our diverse student learning styles. We encourage students to follow their dreams and assist them in any way we can. We inspire our students to set high goals. We go the extra mile by working with students who have learning problems or difficult home lives. We more than adequately prepare our students for the high expectations of high school, college and beyond. We are aware of the responsibility of our job. We can really touch a life. We will carry this each day in lessons, attitude, behavior and structure. We, along with parents and the community, mold students into educated, responsible members of our society. We support, praise, cheer, reinforce, reassure, and encourage students to stay the course.

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

Have high expectations for themselves. They are responsible for their actions at school, home and in the community. Students respect the adults in their lives. They listen to advice from teachers. They are prepared for school with supplies and classroom work. They take school seriously. They apply themselves to the curriculum and realize that they are preparing for their futures. They are true student athletes. They engage in extra curricular, non-academic, and academic clubs. They are positive leaders and not troublemakers. They are mentors to their peers. They show better manners and are thankful. They realize that they can set high goals for themselves. They take and master rigorous class subjects. They do not engage in destructive acts that can ruin those future goals. They work diligently to pass ISTEP and make honor roll in all of their classes.

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

- % of students who Pass ISTEP Mathematics: 100%
- % of students who Pass ISTEP Language Arts: 100%
- % of students who Pass all other ISTEP areas: 100%
- % of students who Master all academic classes: 100%
- % of students who read At or Above grade level: 100%
- % of students who are mastering 7th grade Pre-Algebra: 100%
- % of students who are mastering 8th grade Algebra: 100%
- % of students who pass Core 40 end of course assesement for Algebra 1: 100%
- % of students who make A-B honor: 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 enrolled in Algebra I - Passing the Algebra I end of course 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	
			18%	28%		38%		48%		58%		100%

All students tested - Passing ISTEP Writing Process (seat 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	
			52%		56%	60%		64%		68%		100%

Free/Reduced students - Passing ISTEP E/LA (AYP)

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%	60%		64%		68%		72%		100%

Free/Reduced students - Passing ISTEP Math (AYP)

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	
			59%	69%		73%		77%		81%		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: Increase students feeling of safety in the building

Only 24% of our student body strongly agrees of feeling safe at school. Only 33% of our student body agrees with feeling safe while at school.

Concern: High number of students failing classes

We feel that 20% of our 8th graders receiving failing grades in math classes are too high. Additionally, we feel 18% of our 8th graders receiving failing grades in english classes are too high.

Concern: Impact of student behavior on learning

60% of students either agree or strongly agree that the behavior of other students interferes with their ability to learn. 85% of our faculty believe student behavior interferes with learning.

Concern: Teacher Expectations

44% of WMS teachers do not expect students to pass two semesters of pre-algebra or algebra (8th grade math classes) in middle school.

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

Academic Help Sessions - Afternoons Rock —

Students will participate in Afternoons Rock, an after school study program with teachers and community members as tutors. Afternoons Rock is supervised and managed by Child Care Services - Delaware County.

Academic Help Sessions - AOK —

Students will participate in AOK, an after school study program with teachers and community members as tutors. AOK is supervised and managed by A Better Way - Muncie.

Academic Help Sessions - Study Tables —

Students will participate in existing before and after school study programs with teacher and community member tutors

Academic Wall of Fame —

An academic committee will recognize students who achieve academic excellence at the end of each grading period by posting Honor Roll status on a specified Wall of Fame.

Bullying/Safety Surveys —

Bullying/Safety surveys will be given to all students and teachers at the end of each semester in order to evaluate the level of safety found in each part of the building.

Response to Intervention (RTI) —

Teachers will assist the district office as requested with the identification of a universal screening tool and the design (and awareness) of the Tier I, II, III interventions.

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping - English —

Secondary English teachers will participate in professional development activities provided by the district throughout the school year to learn how to create and use English Diary Maps. As a result of this training, English teachers will update and use English Diary Maps to guide instruction.

F. Encourage Rigorous Curriculum: STI Assessments —

STI Assessments will be given in all core subject areas monthly and the results will be used by core subject area teachers to modify classroom instruction as needed.

I. Focused Academic Area: Algebra Questions of the Week —

Math teachers will increase students' algebraic skills through the use of weekly "10 for Friday" math review questions.

I. Focused Academic Area: Collins Writing —

All Wilson Middle School faculty will facilitate the Collin's Writing Program quarterly.

U. Focused Student Group: Ball State University Counseling Program —

Ball State University and Wilson Middle School work in partnership with Masters level BSU counseling students. Recommended Wilson students will meet with Masters level Ball State University counseling students on a weekly basis, beginning second semester, and continuing throughout the school year. WMS staff do not participate in this directly.

U. Focused Student Group: Positive Behavior Reinforcements for Free or Reduced Lunch Students —

All Wilson Middle School staff will reinforce positive student behaviors by recognizing students with Good Character Referrals and Good Behavior Tickets throughout the school year.

U. Focused Student Group: Twenty-First Century Scholars Program —

Wilson Middle School will show an increase in the percentage of free/reduced lunch students who participate in the Twenty-First Century Scholars Program. WMS administrators, guidance counselors, and classroom teachers will provide parents and students with information about the Twenty-First Century Scholars Program throughout the school year, including a 6th grade pledge night during the final grading period of the year.

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.

Academic Help Sessions - Study Tables

Professional Development Activity	Funding	Activity Purpose
<i>Tutor Training</i>	Source: Amount: \$ 0.00	Information
Brief Description	Intended Participants	Activity Format
Tutor checklist will be developed and provided to study table volunteers.	Teachers Counselors Administrators Community Members	Talk to Presentation/Workshop

Academic Wall of Fame

Professional Development Activity	Funding	Activity Purpose
<i>Discussion of Strategy with Faculty</i>	Source: Amount: \$ 0.00	Information
Brief Description	Intended Participants	Activity Format
WMS staff will be introduced to this strategy at the beginning of the school year.	Teachers Counselors Administrators	Talk to Presentation/Workshop

Bullying/Safety Surveys

Professional Development Activity	Funding	Activity Purpose
<i>Discussion of Baseline Data from School Year 2008-2009</i>	Source: Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Survey data will be presented to WMS staff at the beginning of the school year.	Teachers Counselors Administrators	Talk to Presentation/Workshop

Response to Intervention (RTI)

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Mapping - English

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: STI Assessments

Professional Development Activity	Funding	Activity Purpose
<i>Analyze Pre/Post Testing data</i>	Source: Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Core subject area teachers will be given professional development time to analyze the results of their students' STI Assessments.	Teachers	Study Group

I. Focused Academic Area: Algebra Questions of the Week

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration Meeting</i>	Source: Amount: \$0.00	
Brief Description	Intended Participants	Activity Format
Math teachers will meet to generate "10 for Friday" questions by grade level and to collaborate as a department.	Teachers	Talk to Peer Coaching Collaborative Problem Solving

I. Focused Academic Area: Collins Writing

Professional Development Activity	Funding	Activity Purpose
<i>Collin's Writing Training</i>	Source: Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
New teachers will be trained on the use of the Collin's Writing Program in the classroom. Teachers who have used Collin's will review the writing program.	Teachers	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving

U. Focused Student Group: Positive Behavior Reinforcements for Free or Reduced Lunch Students

Professional Development Activity	Funding	Activity Purpose
<i>Discussion of strategy at faculty meeting</i>	Source: Amount: \$0.00	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
During faculty meeting at the beginning of the school year, the Good Behavior Tickets and Good Character referrals will be discussed. The discussion will include criteria for Tickets vs. Referrals and the changes in the incentives provided to the students.	Teachers Counselors Administrators	Talk to Presentation/Workshop

U. Focused Student Group: Twenty-First Century Scholars Program

Professional Development Activity	Funding	Activity Purpose
<i>Presentation to Staff</i>	Source: Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Presentation to Staff: Information to 6th grade English teachers regarding career research project Guidance will give Staff Presentation	Teachers Counselors	Presentation/Workshop

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: Increase students feeling of safety in the building

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Bullying/Safety Surveys

Concern: High number of students failing classes

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Academic Help Sessions - Afternoons Rock
- Academic Help Sessions - AOK
- Academic Help Sessions - Study Tables
- Academic Wall of Fame
- Response to Intervention (RTI)
- F. Encourage Rigorous Curriculum: STI Assessments
- I. Focused Academic Area: Algebra Questions of the Week

Concern: Impact of student behavior on learning

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Positive Behavior Reinforcements for Free or Reduced Lunch Students

Concern: Teacher Expectations

Data Targets Influenced by This Concern:

- All students enrolled in Algebra I -- Passing the Algebra I end of course assessment

Strategies to Impact This Concern:

- I. Focused Academic Area: Algebra Questions of the Week

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students enrolled in Algebra I -- Passing the Algebra I end of course assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Mapping - English
- F. Encourage Rigorous Curriculum: STI Assessments

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All students tested -- Passing ISTEP Writing Process (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Collins Writing
- I. Focused Academic Area: Algebra Questions of the Week

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Twenty-First Century Scholars Program
- U. Focused Student Group: Positive Behavior Reinforcements for Free or Reduced Lunch Students
- U. Focused Student Group: Ball State University Counseling Program

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:	In our school's media center.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	We use the TCS II test which is an assessment of academic aptitude that includes verbal, non-verbal, and memory skills. We also use quarterly assessments known as STIA which is a part of our student tracking program. For Algebra students, Core 40 E.C.A are used.	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.

Academic Help Sessions - Study Tables

May 15, 2009: Discuss with administrators about times for meeting
Person: Jen Kile
Activity: Identify Location and Time

May 15, 2009: Find possible location for tutoring sessions
Person: Jen Kile
Activity: Identify Location and Time

May 15, 2009: Create and publish consequences for not meeting expectations
Person: Zach Davis
Activity: Student Expectations

May 15, 2009: Write and Publish Student Expectations
Person: Zach Davis
Activity: Student Expectations

May 15, 2009: Define Role of tutor
Person: Rita Hall
Activity: Tutor Responsibilities

May 15, 2009: Prepare handbook for tutor
Person: Rita Hall
Activity: Tutor Responsibilities

May 30, 2009: Find resources for training (online, books, ect.)
Person: Myra Fraley
Activity: Tutor Training

Sep 1, 2009: recruit volunteers
Person: TBD/Jen Kile
Activity: Create/ update a tutor volunteer list

Sep 1, 2009: Find incentives for tutors
Person: Rita Wessel
Activity: Incentives for Tutors

Sep 1, 2009: Set up professional development sessions (training) for tutors
Person: Jen Kile
Activity: Tutor Training

Oct 30, 2009: Check 9 week grades of participating students
Person: Principal
Activity: Find a percent grade increase of participating students

Academic Wall of Fame

Mar 31, 2009: Finalize criteria for achieving Academic Wall of Fame
Person: Jason Ruffer
Activity: Academic Wall of Fame

- Apr 3, 2009:** Check and clean cafeteria cases
Person: Jason Ruffer
Activity: Academic Wall of Fame
- Apr 10, 2009:** Design look for Academic Wall of Fame case
Person: Carolyn Beard
Activity: Academic Wall of Fame
- Aug 13, 2009:** Present strategy at faculty meetings
Person: Jason Ruffer
Activity: Discussion of Strategy with Faculty
- Sep 1, 2009:** Implement look for Academic Wall of Fame Case
Person: Carolyn Beard
Activity: Academic Wall of Fame
- Nov 1, 2009:** Group pictures of those students achieving Academic Wall of Fame
Person: Jason Ruffer
Activity: Academic Wall of Fame
- Jan 3, 2010:** Group pictures of those students achieving Academic Wall of Fame
Person: Jason Ruffer
Activity: Academic Wall of Fame
- Mar 7, 2010:** Group pictures of those students achieving Academic Wall of Fame
Person: Jason Ruffer
Activity: Academic Wall of Fame
- May 9, 2010:** Group pictures of those students achieving Academic Wall of Fame
Person: Jason Ruffer
Activity: Academic Wall of Fame

Bullying/Safety Surveys

- Mar 7, 2009:** Create 1st Draft of Survey
Person: Holly Brendel
Activity: Teacher and Student Survey
- Mar 10, 2009:** Discussed Survey with Task Force
Person: Task Force Members
Activity: Teacher and Student Survey
- Mar 11, 2009:** Create 2nd Draft of Survey
Person: Holly Brendel
Activity: Teacher and Student Survey
- Aug 30, 2009:** Find Movie
Person: Kim Conner
Activity: Anti-Bullying Video
- Sep 1, 2009:** Give movie to library
Person: Kim Conner
Activity: Anti-Bullying Video
- Oct 1, 2009:** Get MTA and Administrator Approval for Surveys
Person: Holly Brendel
Activity: Teacher and Student Survey

Oct 20, 2009: Make Copies of Surveys
Person: Holly Brendel
Activity: Teacher and Student Survey

Oct 25, 2009: Group surveys for classes
Person: Holly Brendel and Sara Fauquher
Activity: Teacher and Student Survey

Oct 27, 2009: Put surveys in teacher mailboxes
Person: Holly Brendel
Activity: Teacher and Student Survey

Nov 1, 2009: Pass out surveys to teacher mailboxes
Person: Holly Brendel
Activity: Collect baseline data

Nov 2, 2009: Gather data from surveys
Person: Entire Task Force
Activity: Teacher and Student Survey

Nov 3, 2009: Collect and Analyze Data
Person: Entire Task Force
Activity: Collect baseline data

Dec 10, 2009: Prepare Fall Report From Survey Data
Person: Holly Brendel
Activity: Discussion of Baseline Data from School Year 2008-2009

Dec 15, 2009: Pass out handout during faculty meeting to discuss numbers
Person: Holly Brendel
Activity: Discussion of Baseline Data from School Year 2008-2009

Dec 15, 2009: Report Data from Fall Surveys to administrators and teachers
Person: Holly Brendel
Activity: Teacher and Student Survey

Dec 25, 2009: Report Findings
Person: Holly Brendel
Activity: Collect baseline data

Mar 15, 2010: Make copies for survey (spring)
Person: Holly Brendel
Activity: Teacher and Student Survey

Mar 18, 2010: Group surveys for classes
Person: Holly Brendel
Activity: Teacher and Student Survey

Mar 30, 2010: Put surveys in teacher mailboxes
Person: Holly Brendel and Sara Fauquher
Activity: Teacher and Student Survey

Apr 1, 2010: Pass out surveys to teacher mailboxes
Person: Holly Brendel
Activity: Collect final semester/trimester follow up data

Apr 1, 2010: Gather Data from surveys
Person: Holly Brendel
Activity: Teacher and Student Survey

- Apr 3, 2010:** Collect and Analyze Data
Person: Entire Task Force
Activity: Collect final semester/trimester follow up data
- May 10, 2010:** Prepare Spring Report From Survey Data
Person: Holly Brendel
Activity: Discussion of Baseline Data from School Year 2008-2009
- May 15, 2010:** Report Data from surveys to administrators and teachers
Person: Holly Brendel
Activity: Teacher and Student Survey
- May 20, 2010:** Pass out handout during faculty meeting to discuss data
Person: Holly Brendel
Activity: Discussion of Baseline Data from School Year 2008-2009
- May 25, 2010:** Report Findings
Person: Holly Brendel
Activity: Collect final semester/trimester follow up data
- Nov 1, 2010:** Pass out surveys to teacher mailboxes
Person: Holly Brendel
Activity: Collect Second semester/trimester follow up data
- Nov 3, 2010:** Collect and Analyze Data
Person: Entire Task Force
Activity: Collect Second semester/trimester follow up data
- Dec 20, 2010:** Report Findings
Person: Holly Brendel
Activity: Collect Second semester/trimester follow up data

Encourage Rigorous Curriculum

- Aug 15, 2009:** Monthly administration of pre/post test
Person: Classroom teachers and building administrators
Activity: Collect baseline data
- Sep 1, 2009:** Pre-Test 1
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test
- Sep 5, 2009:** Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data
- Sep 15, 2009:** Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data
- Sep 15, 2009:** Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data
- Oct 1, 2009:** Post-Test 1
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test
- Oct 1, 2009:** Pre-Test 2
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test

- Oct 3, 2009:** Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data
- Oct 15, 2009:** Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data
- Oct 15, 2009:** Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data
- Nov 1, 2009:** Post-Test 2
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test
- Nov 1, 2009:** Pre-Test 3
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test
- Nov 7, 2009:** Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data
- Nov 15, 2009:** Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data
- Nov 15, 2009:** Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data
- Dec 1, 2009:** Post-Test 3
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test
- Dec 1, 2009:** Pre-Test 4
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test
- Dec 5, 2009:** Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data
- Dec 15, 2009:** Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data
- Dec 15, 2009:** Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data
- Jan 15, 2010:** Monthly administration of pre/post test
Person: Classroom teachers and building administrators
Activity: Collect first semester/trimester follow up data
- Jan 15, 2010:** Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data

Jan 15, 2010: Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data

Feb 1, 2010: Post-Test 4
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test

Feb 1, 2010: Pre-Test 5
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test

Feb 6, 2010: Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data

Feb 15, 2010: Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data

Feb 15, 2010: Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data

Mar 1, 2010: Post-Test 5
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test

Mar 1, 2010: Pre-Test 6
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test

Mar 6, 2010: Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data

Mar 15, 2010: Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data

Mar 15, 2010: Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data

Apr 1, 2010: Post-Test 6
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test

Apr 1, 2010: Pre-test 7
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test

Apr 3, 2010: Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data

Apr 15, 2010: Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data

- Apr 15, 2010:** Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data
- May 1, 2010:** Post-Test 7
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test
- May 1, 2010:** Pre-test 8
Person: All Core Subject Teachers
Activity: Administer Subject Pre-test
- May 1, 2010:** Analyze testing results by class and student
Person: All Core Subject Teachers
Activity: Analyze Pre/Post Testing data
- May 15, 2010:** Monthly lesson plan check
Person: Building Administrators
Activity: Implementation and Monitoring usage of pre/post test student result data
- May 15, 2010:** Using assessment data to guide instruction
Person: Core Classroom Teachers
Activity: Implementation and Monitoring usage of pre/post test student result data
- May 29, 2010:** Post-Test 8
Person: All Core Subject Teachers
Activity: Administer Subject Post-Test
- May 30, 2010:** Monthly administration of pre/post test
Person: Classroom teachers and building administrators
Activity: Collect final semester/trimester follow up data

Focused Academic Area

- Oct 31, 2006:** Istep data will be analyzed to track % of points on Istep Writing Process.
Person: Mr. Brown
Activity: Evaluative data collection
- Aug 28, 2009:** Teachers in the Math department will meet to discuss the propose of 10 for Friday Math review questions.
Person: Anna Spencer
Activity: Collaboration Meeting
- Aug 28, 2009:** Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.
Person: Anna Spencer
Activity: Creation of Weekly 10 for Friday Math Review Questions
- Sep 1, 2009:** Last year's teachers will participate in re-training to review Collin's Writing Program structure and levels.
Person: teachers
Activity: Collin's Writing Training
- Sep 1, 2009:** New teaching staff will participate in in-service on Collin's Writing Program.
Person: new teachers
Activity: Collin's Writing Training
- Sep 28, 2009:** Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.
Person: Anna Spencer
Activity: Creation of Weekly 10 for Friday Math Review Questions

- Sep 28, 2009:** Math review questions will be given to students to increase their retention and practice of algebra skills.
Person: Anna Spencer
Activity: Weekly 10 for Friday Math Review Questions
- Sep 30, 2009:** Department meetings will give time to discuss prompts and levels of writings being employed.
Person: department heads
Activity: Implement Collin's Writing Program throughout all classes.
- Sep 30, 2009:** Teachers will utilize Collin's Writing Program within their curriculum twice per month.
Person: teachers
Activity: Implement Collin's Writing Program throughout all classes.
- Oct 1, 2009:** Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.
Person: Anna Spencer
Activity: Data Collection
- Oct 28, 2009:** Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.
Person: Anna Spencer
Activity: Creation of Weekly 10 for Friday Math Review Questions
- Oct 28, 2009:** Math review questions will be given to students to increase their retention and practice of algebra skills.
Person: Anna Spencer
Activity: Weekly 10 for Friday Math Review Questions
- Oct 31, 2009:** Teachers will utilize Collin's Writing Program within their curriculum twice per month.
Person: teachers
Activity: Implement Collin's Writing Program throughout all classes.
- Nov 1, 2009:** Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.
Person: Anna Spencer
Activity: Data Collection
- Nov 1, 2009:** Collin's writing samples will be collected and kept in a portfolio for a random 10% selection of students, representing all subgroups, on each team.
Person: Team Leaders
Activity: Evaluative data collection
- Nov 1, 2009:** Teachers will submit Collin's writing prompts implemented each month and level of writing employed.
Person: Gary Brown
Activity: Evaluative data collection
- Nov 28, 2009:** Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.
Person: Anna Spencer
Activity: Creation of Weekly 10 for Friday Math Review Questions
- Nov 28, 2009:** Math review questions will be given to students to increase their retention and practice of algebra skills.
Person: Anna Spencer
Activity: Weekly 10 for Friday Math Review Questions
- Nov 30, 2009:** Teachers will utilize Collin's Writing Program within their curriculum twice per month.
Person: teachers
Activity: Implement Collin's Writing Program throughout all classes.
- Dec 1, 2009:** Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.
Person: Anna Spencer
Activity: Data Collection

- Dec 28, 2009:** Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.
Person: Anna Spencer
Activity: Creation of Weekly 10 for Friday Math Review Questions
- Dec 28, 2009:** Math review questions will be given to students to increase their retention and practice of algebra skills.
Person: Anna Spencer
Activity: Weekly 10 for Friday Math Review Questions
- Dec 31, 2009:** Teachers will utilize Collin's Writing Program within their curriculum twice per month.
Person: teachers
Activity: Implement Collin's Writing Program throughout all classes.
- Jan 1, 2010:** Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.
Person: Anna Spencer
Activity: Data Collection
- Jan 3, 2010:** Collin's writing samples will be collected and kept in a portfolio for a random 10% selection of students, representing all subgroups, on each team.
Person: Team Leaders
Activity: Evaluative data collection
- Jan 3, 2010:** Teachers will submit Collin's writing prompts implemented each month and level of writing employed.
Person: Gary Brown
Activity: Evaluative data collection
- Jan 28, 2010:** Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.
Person: Anna Spencer
Activity: Creation of Weekly 10 for Friday Math Review Questions
- Jan 28, 2010:** Math review questions will be given to students to increase their retention and practice of algebra skills.
Person: Anna Spencer
Activity: Weekly 10 for Friday Math Review Questions
- Jan 31, 2010:** Teachers will utilize Collin's Writing Program within their curriculum twice per month.
Person: teachers
Activity: Implement Collin's Writing Program throughout all classes.
- Feb 1, 2010:** Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.
Person: Anna Spencer
Activity: Data Collection
- Feb 28, 2010:** Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.
Person: Anna Spencer
Activity: Creation of Weekly 10 for Friday Math Review Questions
- Feb 28, 2010:** Teachers will utilize Collin's Writing Program within their curriculum twice per month.
Person: teachers
Activity: Implement Collin's Writing Program throughout all classes.
- Feb 28, 2010:** Math review questions will be given to students to increase their retention and practice of algebra skills.
Person: Anna Spencer
Activity: Weekly 10 for Friday Math Review Questions
- Mar 1, 2010:** Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.
Person: Anna Spencer
Activity: Data Collection

Mar 7, 2010: Collin's writing samples will be collected and kept in a portfolio for a random 10% selection of students, representing all subgroups, on each team.

Person: Team Leaders

Activity: Evaluative data collection

Mar 7, 2010: Teachers will submit Collin's writing prompts implemented each month and level of writing employed.

Person: Gary Brown

Activity: Evaluative data collection

Mar 28, 2010: Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.

Person: Anna Spencer

Activity: Creation of Weekly 10 for Friday Math Review Questions

Mar 28, 2010: Math review questions will be given to students to increase their retention and practice of algebra skills.

Person: Anna Spencer

Activity: Weekly 10 for Friday Math Review Questions

Mar 31, 2010: Teachers will utilize Collin's Writing Program within their curriculum twice per month.

Person: teachers

Activity: Implement Collin's Writing Program throughout all classes.

Apr 1, 2010: Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.

Person: Anna Spencer

Activity: Data Collection

Apr 28, 2010: Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.

Person: Anna Spencer

Activity: Creation of Weekly 10 for Friday Math Review Questions

Apr 28, 2010: Math review questions will be given to students to increase their retention and practice of algebra skills.

Person: Anna Spencer

Activity: Weekly 10 for Friday Math Review Questions

Apr 30, 2010: Teachers will utilize Collin's Writing Program within their curriculum twice per month.

Person: teachers

Activity: Implement Collin's Writing Program throughout all classes.

May 1, 2010: Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.

Person: Anna Spencer

Activity: Data Collection

May 9, 2010: Collin's writing samples will be collected and kept in a portfolio for a random 10% selection of students, representing all subgroups, on each team.

Person: Team Leaders

Activity: Evaluative data collection

May 9, 2010: Teachers will submit Collin's writing prompts implemented each month and level of writing employed.

Person: Gary Brown

Activity: Evaluative data collection

May 28, 2010: Teachers in the Math department will meet monthly to create review questions from the Infinite Algebra software and through teacher generated questions.

Person: Anna Spencer

Activity: Creation of Weekly 10 for Friday Math Review Questions

May 28, 2010: Math review questions will be given to students to increase their retention and practice of algebra skills.

Person: Anna Spencer

Activity: Weekly 10 for Friday Math Review Questions

May 31, 2010: Teachers will utilize Collin's Writing Program within their curriculum twice per month.

Person: teachers

Activity: Implement Collin's Writing Program throughout all classes.

Jun 1, 2010: Teachers in the Math Department will meet monthly to review student performance on 10 for Friday Math review questions.

Person: Anna Spencer

Activity: Data Collection

Focused Student Group

Apr 15, 2009: Count # of teachers who have written at least 1 Good Behavior Ticket and 1 Good Character Referral for the second semester of the 08-09 school year and show that as a percentage of total teachers

Person: Judy O'Connor

Activity: Collect baseline data

May 15, 2009: Run report from computer that will give the total number of discipline referrals received by students on free/reduced lunch during the second semester of the 08-09 year.

Person: Judy O'Connor

Activity: Collect baseline data

May 20, 2009: Order tickets from outside company for next year

Person: Judy O'Connor

Activity: Good Behavior Tickets

May 20, 2009: Send in order to print shop for next year.

Person: Judy O'Connor

Activity: Good Character Referrals

Aug 13, 2009: Present additions to strategy

Person: Judy O'Connor

Activity: Discussion of strategy at faculty meeting

Aug 17, 2009: Inform students of Good Behavior Tickets and Good Character Referrals during grade level meetings at beginning of the new school year

Person: Assistant Principals

Activity: Student Knowledge

Aug 31, 2009: Solicit donations from local businesses

Person: Members of the task force

Activity: Rewards

Sep 1, 2009: Email 6th grade English teachers regarding career research project

Person: Guidance

Activity: Presentation to Staff

Sep 4, 2009: Draw tickets weekly for reward winners

Person: Gary Brown

Activity: Rewards

Sep 7, 2009: Career Research Project

Person: 6th Grade English Teachers

Activity: 21st Century 6th Grade Fall Activities

Sep 14, 2009: Put together career reports in binders to share

Person: teacher

Activity: Collect baseline data

Sep 15, 2009: Display rewards in glass display case in cafeteria
Person: Judy O'Connor
Activity: Rewards

Oct 2, 2009: Draw tickets weekly for reward winners
Person: Gary Brown
Activity: Rewards

Oct 22, 2009: Career Videos/Reading Class
Person: Counselors
Activity: 21st Century 6th Grade Fall Activities

Oct 23, 2009: Students discuss and evaluate interest generated by videos
Person: Guidance/Evaluation Form
Activity: Collect baseline data

Nov 6, 2009: Draw tickets weekly for reward winners
Person: Gary Brown
Activity: Rewards

Nov 16, 2009: Classroom Visit from 21st Century Reps
Person: 21st Century Office
Activity: 21st Century 6th Grade Winter Activities

Nov 23, 2009: Classroom visitation/Career Edu. Activity
Person: Counselors
Activity: 21st Century 6th Grade Fall Activities

Dec 4, 2009: Draw tickets weekly for reward winners
Person: Gary Brown
Activity: Rewards

Dec 7, 2009: Professionals Day
Person: Counselors
Activity: 21st Century 6th Grade Winter Activities

Jan 1, 2010: Draw tickets weekly for reward winners
Person: Gary Brown
Activity: Rewards

Jan 31, 2010: Count # of teachers who have written at least 1 Good Behavior Ticket and 1 Good Character Referral for the first semester of the 09-10 school year and show that as a percentage of total teachers
Person: Judy O'Connor
Activity: Collect first semester/trimester follow up data

Jan 31, 2010: Run report from computer that will give the total number of discipline referrals received by students on free/reduced lunch during the first semester of the 09-10 school year.
Person: Judy O'Connor
Activity: Collect first semester/trimester follow up data

Feb 5, 2010: Draw tickets weekly for reward winners
Person: Gary Brown
Activity: Rewards

Feb 16, 2010: Staff Presentation
Person: Guidance
Activity: Presentation to Staff

Mar 2, 2010: Invitation sent to 6th grade parents
Person: Guidance
Activity: 6th grade Pledge Night for 21st Century Enrollment

Mar 5, 2010: Draw tickets weekly for reward winners

Person: Gary Brown

Activity: Rewards

Mar 16, 2010: Honeywell reminder call to 6th grade parents

Person: Guidance Secretary

Activity: 6th grade Pledge Night for 21st Century Enrollment

Mar 17, 2010: Pledge Night

Person: Principal

Activity: 6th grade Pledge Night for 21st Century Enrollment

Apr 2, 2010: Draw tickets weekly for reward winners

Person: Gary Brown

Activity: Rewards

Apr 5, 2010: Evaluate the effectiveness of the 6th grade posters displayed in hallways

Person: Guidance/Evaluation Form

Activity: Collect baseline data

Apr 5, 2010: Enter 21st Century information into computer

Person: Guidance Secretary

Activity: Collect enrollment forms for 21st Century Scholars Program for grades 6, 7 & 8

Apr 5, 2010: Evaluate the effectiveness of activities to promote enrollment

Person: Administrators/Guidance

Activity: Collect enrollment forms for 21st Century Scholars Program for grades 6, 7 & 8

May 7, 2010: Draw tickets weekly for reward winners

Person: Gary Brown

Activity: Rewards

May 10, 2010: Compare count of 21st application forms with actual count of 6th grade students

Person: Guidance Dept

Activity: Collect enrollment forms for 21st Century Scholars Program for grades 6, 7 & 8

May 15, 2010: Count # of teachers who have written at least 1 Good Behavior Ticket and 1 Good Character Referral for the second semester of the 09-10 school year and show that as a percentage of total teachers

Person: Judy O'Connor

Activity: Collect final semester/trimester follow up data

May 15, 2010: Run report from computer that will give the total number of discipline referrals received by students on free/reduced lunch during the second semester of the 08-09 school year.

Person: Judy O'Connor

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>