

School Improvement Plan - PL221 Version - 2009-2012

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Timothy L Johnson Academy (1539)

Timothy L Johnson Academy

Fort Wayne, 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

Timothy L Johnson Academy

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
- Title I Schoolwide
- Schools in Improvement (NCLB)

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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 Arrington - Teacher
- Steve Bollier - Administrator
- Carrie Drudge - Teacher
- Rev. Mike Nickelson - Community Representative (Pastoral)
- Tameika Riley - Parent/Guardian
- Hans Wilhelm - School Counselor

Strategy Chairs

- Laurie Coburn
- Carrie Drudge
- Kimberly Orrison
- Tobey Otto
- Traci Smith
- Gia Stalling
- Mandy Stephenson
- Danielle Vohs
- Hans Wilhelm
- Karen Wisniewski
- Jasmine Youngblutt

Community Council

- Ezekiel Bryant - MultiMedia Producer
- Missy Chapman - Bus Driver
- Anita Dortch - Retired
- Rev. Vernon Graham - Pastor/Board Member
- Adrienne Hoye - Receptionist
- John Mason - Professor
- Sandy Payton - Outreach & Youth Coordinator
- David Ridderheim - Entrepreneur
- Ray Russell - Small Business Owner

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:

*We believe all students deserve an organized, structured, loving, nurturing, and safe environment to grow in. We believe that every child deserves to feel smart, special, safe, and cared for. We believe that all students deserve to learn in a fun, culturally rich classroom environment. *We believe all students deserve to learn from interesting material. We believe that every child deserves physical activity, including a playground, to activate their brains. We believe that all children deserve to learn what is expected from him or her. We believe that every child deserves an education that meets them where they are and then helps them meet their potential. *We believe that all students deserve to have teachers who are caring, affectionate, have high standards for their students, and who believe in their abilities. We believe that every child deserves a teacher who has a desire to teach and does whatever it takes for students to succeed, including extra help. We believe that all students deserve a unified and supportive staff. We believe that every child deserves the opportunity for his or her parents and teachers to meet. *We believe students deserve the best, high quality education to prepare them for middle and high school, including challenging and college prep courses. We believe that all students deserve a chance to go to college. We believe that all students deserve the same opportunities as his or her classmates and to achieve at high levels. We believe that all students deserve an education in life beyond the four walls of the school building and to gain real life experiences. *We believe that all students deserve a chance to be heard, understood, and respected by all adults. We believe that all students deserve a chance to be known, to be seen as an individual, and the opportunity to succeed, and then a second and third chance if necessary. We believe that every child deserves to believe in themselves and have the chance to be a leader. We believe that all students deserve to hear how great they are and how great they are doing. We believe that all students deserve to fail with grace. We believe that all students deserve the chance to wish and dream. *We believe that every child deserves to be treated fairly with trust and honesty. We believe that all children deserve to be welcomed, just as they are. We believe that all students deserve consistency, structure, and discipline within the school and their classroom. We believe that all students deserve to take ownership of their classroom. *We believe that all students deserve to have school supplies, a way to get to school, uniform clothes, and three hot meals daily. We believe that all students deserve a house with their own space. We believe that all students deserve only to be responsible for themselves. We believe that all students deserve support from their teachers, parents, and the community. We believe that all students deserve peace and quiet.

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

All teachers, parents, and community members support the students and the school. They are approachable and a part of the students' lives on a daily basis. Teachers show a love for children and support their successes and comfort their failures. They are knowledgeable in all subjects and match their teaching style to the learning styles in their classroom. They teach students how to problem solve and how to think, not what to think. Teachers reach all students through organized lessons utilizing the multiple intelligences. Teachers are professional in their speech, dress, and manner. Teachers are organized, prepared, and on time. They have well developed interactive lesson plans and are eager to teach every class. They teach for the success of their students, not for personal gain or glory. Across grades and grade levels, teachers have consistent standards and expectations for students. Teachers treat their students as high achieving scholars. Teachers care for their students and make home visits to all families. Parents support the teacher's efforts and actions. They open the lines of communication and invite teachers into their homes.

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

All students see themselves as scholars and are eager and willing to learn. They come to school in school supplied uniforms with logos that promote unity and togetherness. They are part of a class of no more than 15 students, all of whom are striving to be successful in challenging college prep classes. When they enter the building, students check their personal and home problems at the door so that they can concentrate on learning. Students are knowledgeable and share that knowledge with others. They are prepared and awake with appropriate behavior for the activity. Students willingly participate and cooperate with others in group activities. The students show respect and kindness to their peers, parents, teachers, and community members.

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

- % of students who master 3rd grade ISTEP+: 100%
- % of students who master 4th grade ISTEP+: 100%
- % of students who master 5th grade ISTEP+: 100%

- % of students who are at math grade level using NWEA: 100%
- % of students who are at reading grade level using NWEA: 100%
- % of students who are at language usage grade level using NWEA: 100%
- % of students who meet or exceed math NWEA goals: 100%
- % of students who meet or exceed language usage NWEA goals: 100%
- % of students who meet or exceed reading NWEA goals: 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 - passing the math portion of ISTEP+

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	
	31%		27%	40%	47%	55%		65%		70%		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	
65%	33%	55%	33%	65%	47%	55%		60%		70%		100%

Boys in grades 3-5 - passing ISTEP+

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	
65%	26%	50%	13%	60%	29%	40%		50%		60%		100%

Free and reduced lunch students - passing the math portion of ISTEP+

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	
			28%	40%	49%	55%		65%		75%		100%

Special Education students in grades 3-5 - passing the language arts portion of ISTEP+

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	
25%	15%	38%	12%	50%	18%	25%		35%		50%		100%

Students in 1st-5th grades - meeting or exceeding their NWEA reading goal from Fall to Spring

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	
			44%	55%		60%		70%		75%		100%

Students in grades 3-5 - passing the writing process portion on the ISTEP+

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	
	37%	50%	22%	60%	53%	65%		70%		75%		100%

Students in grades K-3 - reaching benchmark level on DIBELS testing

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	
75%	40%	75%	31%	45%		55%		60%		65%		100%

Areas of Concern

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

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

W. Timely Additional Assistance

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.

Required Strategies

A. Parent Involvement —

TLJA teachers, support staff, and administrators will work together to plan after-school activities to occur monthly that target parental involvement and parent education. Topics to be included in activity nights are: Literacy Night, Preparing for ISTEP+, Helping with Homework, TV/Video Games, Problem-Solving Skills, and Science Experiments. In addition, we will hold conference day raffles to encourage parent participation. Parents will have a voice on school curriculum, policies, procedures, and environment through two parent surveys, given by The Leona Group and Ball State. The Ball State survey is given during winter conferences and the Leona survey is given out during spring conferences. Information taken from the surveys is compiled and returned to the school during the summer months. Administrators, teachers, and staff are shown the results and they are discussed at a staff meeting.

F. Encourage Rigorous Curriculum —

To encourage rigorous curriculum each teacher will set goals at the beginning of the year based on a timeline to implement best practice literacy components. Teachers will use Indiana Academic Standards as their curriculum within the formats of Readers' and Writers' workshops. Teachers will also be observed by the administration using a checklist to identify components of the literacy practices that are in use. Teachers will receive training through C.L.A.S.S., a comprehensive curriculum model that provides a philosophy of teaching and learning, Indiana Academic Standards based curriculum development, and research-based teaching strategies based upon the constructs of brain-based learning, at the beginning of the year as well as throughout the school year.

I. Focused Academic Area: 6+1 Trait Writing —

Teachers and instructional staff will be given additional support in the 6+1 Trait Writing program throughout the school year during curriculum meetings and professional development days. Teachers and staff will implement the 6+1 Trait Writing strategies by incorporating them into their daily writing block. All students will be given a writing prompt once a quarter and teachers will evaluate the assignment with students using the writing rubric. The students will maintain writing portfolios documenting their work. They will meet with teachers on a regular basis to evaluate their progress toward their goals.

I. Focused Academic Area: C.L.A.S.S. Literacy Training —

Teachers and instructional staff will participate in two professional development days with a C.L.A.S.S. certified trainer, one day the week before school and another day later in the year. They will also be provided with two - four coaching days with the trainer imbedded in the year to review and refine their literacy instruction skills. C.L.A.S.S., Connecting Learning Assures Successful Students, is a comprehensive curriculum model and philosophy founded by Barbara Pedersen. The C.L.A.S.S. Model provides a philosophy of teaching and learning, standard-based curriculum development, and research-based teaching strategies based upon the constructs of brain-based learning. TLJA will be focusing on the literacy portion of C.L.A.S.S. training this year. During curriculum meetings, teachers and staff will demonstrate C.L.A.S.S. literacy ideas and strategies used in their classroom. Teachers will be provided with a checklist of strategies to use throughout the school year.

J. Instruction by Highly Qualified Teachers —

Teachers will only be hired by the school as contract teachers if they have a current educators license and have passed the PRAXIS teacher test. Teachers will be encouraged to pursue higher education. Teachers whose licenses are in need of renewal within the next 18 months will be notified by the Office Manager who will also provide information on how to renew license. Timothy L. Johnson Academy, The Leona Group, LLC, and Ball State will maintain a list of all teachers in our building that hold a valid teaching license and have passed the Praxis or another qualifying measure for demonstrating subject area knowledge.

K. Attracting Highly Qualified Teachers —

An administrator, along with a representative of The Leona Group, will attend Teacher Fairs put on by colleges and universities. Salaries and benefits will remain comparable to, if not better than, surrounding school districts. Teachers will be given bonuses in relation to their productivity and effort within the school setting.

L. Early Childhood Transition: Kindergarten Summer School —

TLJA will provide a half day, three days a week, summer school program for students entering Kindergarten. It will acclimate students to academics, expectations, and procedures of the Kindergarten program. The program will be run by Kindergarten teachers in conjunction with the regular summer school program.

M. Parent Notice - Assessment Results —

Parents will be given assessment results at each of the three parent/teacher conferences as described in the Parent Involvement strategy. Teachers will complete a form indicating all of the assessments each child has taken (Wireless Generation: DIBELS, TRC, Math, NWEA, ISTEP+, and Acuity) and the scores received since the previous conference.

N. Parent Notice - School in Improvement —

The school leader will write a letter to parents indicating at what level of improvement our school is currently, an explanations of what the level means, how the school compares to other schools served by Ball State University in terms of academic achievement of students, reasons for the school being identified for improvement, an explanation of how parents can be involved in addressing the school's academic issues, and an explanation of the parent's option to transfer their child to another school. In September, the Office Manager will oversee the copying and mailing of the letter to parents.

O. Extended Learning Activities: Before and After School Program —

Enrichment programs will be offered before and after school to supplement the activities taking place in the classroom. Students will be invited to participate based on teacher recommendations and parental consent. The instruction will utilize the classroom teacher's plans and activities and will be given by teachers and/or highly qualified instructional assistants. In addition, students identified by teacher recommendation through observance of classroom performance and tracking of test scores (ISTEP+, NWEA, and DIBELS) will be pulled out for intensive small group work.

P. Teacher Mentoring Program —

Timothy L. Johnson Academy will continue with clusters from the previous year. Each cluster will meet on a bi-weekly basis and will consist of 3-5 teachers in adjacent grade levels. The clusters will have a leader/mentor that will lead the group in a discussions, sharing of ideas, reflecting, and coaching. New members of the staff will be assigned to a cluster and given continual support of daily activities and school operations from their cluster and cluster leader. All staff members will be encouraged to teach strategies used, classroom organization, behavior management, and other insights during curriculum meetings so all teachers may benefit. Staff members will also create their own professional development goals in collaboration with their cluster leader and curriculum coach. The professional development goals will create and develop individual skills for improving staff morale and productivity.

Q. School-Parent Involvement Policy —

Over the summer, school personnel, board members, and parents will review our current Parent-Involvement Policy, which includes information regarding the annual Title I meeting, an invitation to parents to plan and review school policies and programs, and information regarding curriculum, assessments, proficiency levels, opportunities for helping their child, and any other areas as required by the DOE checklist. There will be discussion over any possible changes wanted or needed. The Office Manager will type policy with any approved changes and include with each students registration packet. Parents will be asked to sign that they have received the policy.

R1. Parent Right-to-Know Letter - Qualifications —

The school leader will write a letter to parents indicating that all schools receiving Title I funds are to inform parents that they have the right to ask the qualifications of their child's teachers and para-professionals. The letter will state that the law requires teachers and para-professionals to be highly qualified and then give a definition of "highly qualified." It will include the professional qualifications that can be requested by parents: information that the teacher has met state qualifications and licensing criteria, whether the teacher is teaching with an emergency permit, the teacher's degree major, graduate certification and field of discipline, and whether their child is served by paraprofessionals and their qualifications. In July, the Office Manager will oversee the copying of the letter to parents and add to the registration packet given to parents the week of August 3rd.

R2. Parent Right-to-Know Letter - Non-Qualified Teacher —

In the event that a teacher is not highly-qualified, s/he would be hired as an Associate Teacher and work in close tandem with a highly-qualified teacher. The non-highly-qualified teacher will be encouraged to become highly qualified and the Office Manager and Curriculum Coach will provide information and support to complete the qualifications.

S. School-Parent Compact —

Our School-Parent Compact created by the school board, staff, and parents, will be in each student's registration packet. The School-Parent Compact will include the roles and responsibilities of staff, students, and parent at TLJA and how they will work together to support student learning and achievement of high academic standards. Parents will be required to sign it at the time of registering their child at TLJA.

T. Annual Parent Meeting —

Our Annual Title I Parent Meeting will be held in conjunction with our Back-to-School Night in September as indicated in our Parent Involvement strategy. Parents will be notified of the meeting in August to allow enough planning time to be able to attend. Information regarding the Title I program and services offered will be presented by school administrators. Documentation, including invitation, agenda, and parent sign-in will be kept on file. For parents not able to attend the meeting during the evening, an alternate time during the school day will be offered. The invitation, agenda, and sign-in will for this meeting will also be kept on file.

U. Focused Student Group: Math Enrichment —

Students (with a special focus on the boys) in grades 3-5 will receive focused math enrichment. Parents will attend a quarterly math standards workshop put on by the 3rd-5th grade teachers. Parents will also be invited to be a "Math Student for a Day" during math class. Teachers will be available for homework help on a rotating weekly basis. Parents and students will attend together so that the students can learn and understand the material and the parent can learn how to help the child at home. Parents and students will also be trained on RiverDeep, if they haven't been already, and the computers will be allowed to go home on a rotating basis with the students.

V. Peer Review for SIP —

The School Leader will choose a school review team and have it approved by Ball State by May 20, 2009. After approval of the team, the curriculum coach will make sure the SIP is copied and sent for review. After review, the team will review comments and make appropriate revisions.

W. Timely Additional Assistance: Targeted Assistance —

Teachers and instructional staff will be made familiar with the RiverDeep computer program, specifically the mathematics portion, Destination Math. Destination Math helps students develop fluency in critical reasoning, conceptual understanding, and problem-solving skills through a highly individualized prescriptive, sequenced, step-by-step instructional program. A staff member will be trained in the use of the computer program to enhance and monitor students' education. Minority students in grades 3, 4, and 5 identified as bubble students will receive daily small group instruction utilizing the RiverDeep programs. After students are familiar with the program, parents will be invited to take a tutorial session with the staff member in charge. Once parents and students have been trained, the laptop computers will go home on a rotation basis.

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.

A. Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<i>Monthly Activities Workshop</i>	Source: No funding needed Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Expectations will be set regarding the monthly activities workshop. Teachers will be instructed on strategies for parent contact. Staff will be provided with a survey after every activity to provide feedback and suggestions for future activities.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Parent/Teacher Conference Workshop</i>	Source: No funding needed Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Tips and techniques for parent communication will be introduced and reviewed. The format of the conference will be reviewed. Ideas for dealing with difficult parents and parents in difficult situations will be discussed. Teachers will have an opportunity to present situations and as a staff we will help resolve problems (role playing).	Teachers	Presentation/Workshop Collaborative Problem Solving

F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

I. Focused Academic Area: 6+1 Trait Writing

Professional Development Activity	Funding	Activity Purpose
<i>Mini-Lesson Presentation</i>	Source: No funding needed Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will rotate through curriculum meetings demonstrating a Six Trait mini-lesson to the staff.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Observations</i>	Source: No funding needed Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will be allowed to observe and be observed by teachers of choosing. Release time will be given to them as available.	Teachers	Peer Coaching Collaborative Problem Solving Other

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development Day Sample Writings</i>	Source: No funding needed Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will bring writing samples from their students to our professional day meetings. As a group we will use rubrics and refine our grading skills and provide consistency across grade levels.	Teachers	Other

I. Focused Academic Area: C.L.A.S.S. Literacy Training

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development on Implementation of C.L.A.S.S. Strategies</i>	Source: Title I Amount: \$TBD	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers and instructional staff will participate in two professional development days with a C.L.A.S.S. certified literacy trainer, one day the week before school and another day later in the year. They will also be provided with two - four coaching days with the trainer imbedded in the year to review and refine their literacy instruction skills.	Teachers Administrators	Talk to Presentation/Workshop Other

Professional Development Activity	Funding	Activity Purpose
<i>Curriculum Meeting Discussions</i>	Source: No funding needed Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will model and discuss various literacy components and strategies during bi-monthly curriculum meetings.	Teachers	Peer Coaching Other

L. Early Childhood Transition: Kindergarten Summer School

No professional development is needed for this strategy.

O. Extended Learning Activities: Before and After School Program

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Staff Professional Development Goals</i>	Source: No funding needed Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will set personalized professional development goals with the assistance of their cluster leader and the curriculum coach. Throughout the year teachers will be expected to complete activities to help them reach their goals.	Teachers Administrators	Other

Professional Development Activity	Funding	Activity Purpose
<i>Peer Coaching</i>	Source: No funding needed Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Staff will present ideas and activities that work for them during bi-monthly curriculum meetings. They will be available to work with other staff members if they are looking to implement the strategies presented.	Teachers	Presentation/Workshop Peer Coaching

U. Focused Student Group: Math Enrichment

Professional Development Activity	Funding	Activity Purpose
<i>RiverDeep</i>	Source: No funding needed Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Teachers, staff members, and parents involved will be trained in the RiverDeep computer program so that they will be able to assist students. Students will also have their own training session.	Teachers Parents Students Other	Presentation/Workshop

W. Timely Additional Assistance: Targeted Assistance

No professional development is needed for this strategy.

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

Former Areas of Concern Summary

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

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement (Title I, NCLB)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- A. Parent Involvement

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- Boys in grades 3-5 -- passing ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- I. Focused Academic Area: 6+1 Trait Writing
- I. Focused Academic Area: C.L.A.S.S. Literacy Training

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Summer School

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (NCLB)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (NCLB)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- O. Extended Learning Activities: Before and After School Program

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Students in 1st-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades K-3 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+

Strategies to Impact This Concern:

- U. Focused Student Group: Math Enrichment

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- V. Peer Review for SIP

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Targeted Assistance

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:	Curriculum Lab	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA - Computerized assessment 3 times a year gr. 1-5 Acuity - Computerized assessment 4 times a year gr. 3-5 Wireless Generation Reading - 3 benchmarks a year gr. K-2 Wireless Generation Math - 3 benchmarks a year gr. K-2	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Timothy L. Johnson Academy uses funds received to address the goals and strategies outlined in their school improvement plan. During the 2008-09 school year, the following funding sources were received: Title I, Title II-A, Title IV, Title V, and Title I School Improvement funds through the federal government; Remediation and Preventative Remediation, Full-Day Kindergarten, and Professional Development funds through the state government; and other state and local education support. Funds are used to support the enhancement of the entire educational program of the school.	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.

Early Childhood Transition

Mar , 2009: Look at funding for summer programs
Person: Steve Bollier
Activity: Offer Summer School Program

Apr , 2009: Send summer program info and enrollment flyer to incoming students and parents
Person: Pam Bollier
Activity: Offer Summer School Program

May , 2009: Set summer program schedule
Person: Carrie Drudge
Activity: Offer Summer School Program

Jun 1, 2009: Design Kindergarten summer program
Person: Karen Wisniewski
Activity: Offer Summer School Program

Jul 9, 2009: Give incoming students WG DIBELS and TRC assessment
Person: Karen Wisniewski
Activity: Kindergarten Wireless Generation

Aug 31, 2009: Give all K students WG DIBELS and TRC assessments
Person: Karen Wisniewski
Activity: Kindergarten Wireless Generation

Sep , 2009: Compare scores of students in the summer program with those not enrolled.
Person: Carrie Drudge
Activity: Kindergarten Wireless Generation

Jan , 2010: Compare scores of students in the summer program with those not enrolled.
Person: Carrie Drudge
Activity: Kindergarten Wireless Generation

Jan , 2010: Give all K students WG DIBELS and TRC assessments
Person: Karen Wisniewski
Activity: Kindergarten Wireless Generation

May , 2010: Compare scores of students in the summer program with those not enrolled.
Person: Carrie Drudge
Activity: Kindergarten Wireless Generation

May , 2010: Give all K students WG DIBELS and TRC assessments
Person: Karen Wisniewski
Activity: Kindergarten Wireless Generation

Encourage Rigorous Curriculum

May , 2009: Create, pass out, and collect surveys
Person: Mandy Stephenson
Activity: Collect baseline data

May , 2009: Administer survey
Person: Mandy Stephenson
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

May , 2009: Compile data into chart
Person: Danielle Vohs
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

May , 2009: Create survey
Person: Mandy Stephenson
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

Aug , 2009: Administer survey
Person: Mandy Stephenson
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

Aug , 2009: Compile data into chart
Person: Danielle Vohs
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

Aug , 2009: Review Data with Staff
Person: All on Committee
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

Aug , 2009: Create monthly spreadsheet for goals based on survey data
Person: Danielle Vohs
Activity: Teachers Set Goals and Timeline Based on Expectations

Aug 7, 2009: Teachers set goals to meet expectations on calendar.
Person: Carrie Drudge
Activity: Teachers Set Goals and Timeline Based on Expectations

Sep , 2009: Complete checklist for teachers
Person: Carrie Drudge
Activity: Collect baseline data

Dec , 2009: Complete checklist for teachers
Person: Carrie Drudge
Activity: Collect first semester/trimester follow up data

Dec , 2009: Pass out, and collect surveys
Person: Mandy Stephenson
Activity: Collect first semester/trimester follow up data

Dec , 2009: Teachers will bring evidence of implementation to profesional development days and review together.
Person: Carrie Drudge
Activity: Teachers Set Goals and Timeline Based on Expectations

Jan , 2010: Administer survey
Person: Mandy Stephenson
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

Jan , 2010: Compile data into chart
Person: Danielle Vohs
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

Jan , 2010: Review Data with Staff
Person: All on Committee
Activity: Survey of required curriculum formats (Readers and Writers Workshops, Guided Reading, and 6+1 Trai

May , 2010: Complete checklist for teachers
Person: Carrie Drudge
Activity: Collect final semester/trimester follow up data

May , 2010: Pass out, and collect surveys
Person: Mandy Stephenson
Activity: Collect final semester/trimester follow up data

Extended Learning Activities

Sep , 2009: Create a schedule based on levels and needs.
Person: Carrie Drudge
Activity: Pull-Out Groups

Sep 15, 2009: Design tutoring program with tutors
Person: Carrie Drudge
Activity: After-School Tutoring

Sep 15, 2009: Determine what students will be offered tutoring after-school
Person: Carrie Drudge/Teachers
Activity: After-School Tutoring

Sep 15, 2009: Keep accurate records of student results and report to curriculum coach and teachers
Person: Lead Tutor
Activity: After-School Tutoring

Sep 15, 2009: Review fall benchmarking in DIBELS, NWEA, MClass, and Acuity to determine areas and students in need of remediation and extra help
Person: Carrie Drudge
Activity: Pull-Out Groups

Oct 15, 2009: Keep accurate records of student results and report to curriculum coach and teachers
Person: Lead Tutor
Activity: After-School Tutoring

Nov 15, 2009: Keep accurate records of student results and report to curriculum coach and teachers
Person: Lead Tutor
Activity: After-School Tutoring

Nov 17, 2009: Determine what students will be offered tutoring after-school
Person: Carrie Drudge/Teachers
Activity: After-School Tutoring

Dec , 2009: Pass out, collect, and tally staff survey results.
Person: Laurie Coburn
Activity: Collect first semester/trimester follow up data

Dec , 2009: Pass out, collect, and tally student survey results.
Person: Laurie Coburn
Activity: Collect first semester/trimester follow up data

Dec 15, 2009: Keep accurate records of student results and report to curriculum coach and teachers
Person: Lead Tutor
Activity: After-School Tutoring

Jan 15, 2010: Keep accurate records of student results and report to curriculum coach and teachers
Person: Lead Tutor
Activity: After-School Tutoring

Jan 19, 2010: Determine what students will be offered tutoring after-school

Person: Carrie Drudge/Teachers

Activity: After-School Tutoring

Feb , 2010: Modify schedule as necessary.

Person: Carrie Drudge

Activity: Pull-Out Groups

Feb , 2010: Review winter benchmarking in DIBELS, NWEA, MClass, and Acuity to determine areas and students in need of remediation and extra help

Person: Carrie Drudge

Activity: Pull-Out Groups

Feb 15, 2010: Keep accurate records of student results and report to curriculum coach and teachers

Person: Lead Tutor

Activity: After-School Tutoring

Mar 15, 2010: Keep accurate records of student results and report to curriculum coach and teachers

Person: Lead Tutor

Activity: After-School Tutoring

Mar 23, 2010: Determine what students will be offered tutoring after-school

Person: Carrie Drudge/Teachers

Activity: After-School Tutoring

Apr 15, 2010: Keep accurate records of student results and report to curriculum coach and teachers

Person: Lead Tutor

Activity: After-School Tutoring

May , 2010: Review spring benchmarking in DIBELS, NWEA, MClass, and Acuity to determine areas and students in need of remediation and extra help during summer school.

Person: Carrie Drudge

Activity: Pull-Out Groups

May 15, 2010: Keep accurate records of student results and report to curriculum coach and teachers

Person: Lead Tutor

Activity: After-School Tutoring

Jun , 2010: Pass out, collect, and tally staff survey results.

Person: Laurie Coburn

Activity: Collect final semester/trimester follow up data

Jun , 2010: Pass out, collect, and tally student survey results.

Person: Laurie Coburn

Activity: Collect final semester/trimester follow up data

Focused Academic Area

May , 2009: Review submitted lesson plans

Person: Danielle Vohs

Activity: Collect baseline data

May , 2009: Review submitted lesson plans

Person: Deb Dautz

Activity: Collect final semester/trimester follow up data

Jun , 2009: A certified C.L.A.S.S. trainer will coach the staff on two days after each PD day.

Person: Carrie Drudge

Activity: Professional Development on Implementation of C.L.A.S.S. Strategies

- Jun , 2009:** A certified C.L.A.S.S. trainer will guide and instruct strategies for teachers twice during the year.
Person: Carrie Drudge
Activity: Professional Development on Implementation of C.L.A.S.S. Strategies
- Aug , 2009:** Check weekly lesson plans for trait writing implementation
Person: Carrie Drudge
Activity: Collect first semester/trimester follow up data
- Aug , 2009:** Create sign-up sheet for literacy modeling.
Person: Tobey Otto
Activity: Curriculum Meeting Discussions
- Aug , 2009:** Discuss ideas or questions teachers have
Person: Danielle Vohs
Activity: Curriculum Meeting Discussions
- Aug , 2009:** Give reminders to teacher of weekly tasks.
Person: Committee
Activity: Curriculum Meeting Discussions
- Aug , 2009:** Model examples of strategies at meetings
Person: All teachers
Activity: Curriculum Meeting Discussions
- Aug , 2009:** Notify teachers of discussions at curriculum meetings.
Person: Danielle Vohs
Activity: Curriculum Meeting Discussions
- Aug , 2009:** During PD days, teachers will bring a writing sample from their class to assess as a group to make sure grading is consistent through the traits and grade levels
Person: Carrie Drudge
Activity: Professional Development Day Sample Writings
- Aug 1, 2009:** Assign traits to each professional development day
Person: Carrie Drudge
Activity: Mini-Lesson Presentation
- Aug 3, 2009:** Teachers sign-up for a mini-lesson presentation
Person: Carrie Drudge
Activity: Mini-Lesson Presentation
- Aug 3, 2009:** Coverage for teacher observation will be arranged
Person: Carrie Drudge
Activity: Observations
- Aug 3, 2009:** Teachers may request to observe another teacher's writing lesson
Person: Mandy Stephenson
Activity: Observations
- Aug 10, 2009:** Teachers implement traitwriting in lesson plans and classroom
Person: Carrie Drudge
Activity: Implementation of Trait Writing in Classroom
- Aug 14, 2009:** Teachers present mini-lesson on assigned day.
Person: Carrie Drudge
Activity: Mini-Lesson Presentation
- Aug 15, 2009:** After presenting a Trait Writing Mini-lesson, teachers will receive a free lesson plan coupon
Person: Carrie Drudge
Activity: Mini-Lessons

- Aug 31, 2009:** Create writing prompts for grades 2-5
Person: Danielle Vohs
Activity: Writing Prompts
- Sep 2, 2009:** Distribute prompts and rubrics to teachers
Person: Carrie Drudge
Activity: Writing Prompts
- Sep 15, 2009:** Administer Prompts
Person: All teachers
Activity: Writing Prompts
- Oct 1, 2009:** Review prompt and rubric at curriculum meeting
Person: Carrie Drudge
Activity: Writing Prompts
- Oct 15, 2009:** A writing piece using trait writing and its rubric will be added to each student's portfolio
Person: All teachers
Activity: Implementation of Trait Writing in Classroom
- Nov 4, 2009:** Distribute prompts and rubrics to teachers
Person: Carrie Drudge
Activity: Writing Prompts
- Dec , 2009:** Document Evidence of trait writing
Person: Carrie Drudge
Activity: Collect first semester/trimester follow up data
- Dec , 2009:** Review submitted lesson plans
Person: Deb Dautz
Activity: Collect first semester/trimester follow up data
- Dec 3, 2009:** Review prompt and rubric at curriculum meeting
Person: Carrie Drudge
Activity: Writing Prompts
- Jan , 2010:** Check weekly lesson plans for trait writing implementation
Person: Carrie Drudge
Activity: Collect final semester/trimester follow up data
- Jan 6, 2010:** Distribute prompts and rubrics to teachers
Person: Carrie Drudge
Activity: Writing Prompts
- Feb 4, 2010:** Review prompt and rubric at curriculum meeting
Person: Carrie Drudge
Activity: Writing Prompts
- Mar 10, 2010:** Distribute prompts and rubrics to teachers
Person: Carrie Drudge
Activity: Writing Prompts
- Apr 8, 2010:** Review prompt and rubric at curriculum meeting
Person: Carrie Drudge
Activity: Writing Prompts
- Jun , 2010:** Document Evidence of trait writing
Person: Carrie Drudge
Activity: Collect final semester/trimester follow up data

Focused Student Group

Jun 3, 2009: Pass out, collect, and tally survey

Person: Gia Stalling

Activity: Collect baseline data

Aug , 2009: Set date for quarterly workshops.

Person: Carrie Drudge

Activity: Math Standards Workshops

Sep , 2009: Develop a schedule for teachers in grades 3-5 to cover a homework room once a week for a hour.

Person: Cluster Leader

Activity: Homework Hotline

Sep , 2009: Provide incentives for teachers who cover the homework hotline room.

Person: Carrie Drudge

Activity: Homework Hotline

Sep , 2009: Send out information to parents about the availability of the homework hotline to help their child with homework as well as help them with the ability to help their child

Person: Carrie Drudge

Activity: Homework Hotline

Sep , 2009: Present quarterly math standards in creative way during workshop.

Person: Cluster Leader

Activity: Math Standards Workshops

Sep , 2009: Provide drawing for parents attending workshop

Person: Traci Smtih

Activity: Math Standards Workshops

Sep , 2009: Provide food and drinks for participants in the math standards workshops.

Person: Traci Smith

Activity: Math Standards Workshops

Sep , 2009: Send out invitations to workshop.

Person: Carrie Drudge

Activity: Math Standards Workshops

Sep , 2009: Identify all adults involved with helping identified kids.

Person: Carrie Drudge

Activity: RiverDeep

Sep , 2009: Present RiverDeep Training Sessions

Person: Gia Stalling

Activity: RiverDeep

Sep , 2009: Schedule RiverDeep training times

Person: Carrie Drudge

Activity: RiverDeep

Sep , 2009: Send invitations to Parent Training Workshop

Person: Gia Stalling

Activity: RiverDeep

Sep , 2009: Send invitations to parents to attend math class for a day.

Person: Mrs. House

Activity: Students for a Day: Parents at School

Sep 18, 2009: Provide drawing for parents attending workshop

Person: Traci Smtih

Activity: Math Standards Workshops

Sep 18, 2009: Lead Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Sep 18, 2009: Send invitations to Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Oct , 2009: Create schedule for students to take RiverDeep computers home.
Person: Gia Stalling
Activity: RiverDeep

Oct , 2009: Lead Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Oct , 2009: Create schedule for parents to come in to class
Person: Classroom Teacher
Activity: Students for a Day: Parents at School

Oct , 2009: Send reminders to parents for their day to come in.
Person: Classroom Teacher
Activity: Students for a Day: Parents at School

Nov 20, 2009: Provide drawing for parents attending workshop
Person: Traci Smtih
Activity: Math Standards Workshops

Nov 20, 2009: Lead Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Nov 20, 2009: Send invitations to Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Dec , 2009: Pass out, collect, and tally survey
Person: Gia Stalling
Activity: Collect first semester/trimester follow up data

Jan 22, 2010: Provide drawing for parents attending workshop
Person: Traci Smtih
Activity: Math Standards Workshops

Jan 22, 2010: Lead Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Jan 22, 2010: Send invitations to Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Mar 26, 2010: Provide drawing for parents attending workshop
Person: Traci Smtih
Activity: Math Standards Workshops

Mar 26, 2010: Lead Parent Training Workshop
Person: Gia Stalling
Activity: RiverDeep

Mar 26, 2010: Send invitations to Parent Training Workshop

Person: Gia Stalling

Activity: RiverDeep

Jun , 2010: Pass out, collect, and tally survey

Person: Gia Stalling

Activity: Collect final semester/trimester follow up data

Parent Involvement

Jun 1, 2009: Combine attendance at family activities

Person: Carrie Drudge

Activity: Collect baseline data

Jun 1, 2009: Tally conference attendance

Person: Pam Bollier

Activity: Collect baseline data

Jul 15, 2009: Create, send, and tally parent survey

Person: Jasmine Youngblutt

Activity: Collect baseline data

Jul 16, 2009: Notify winners

Person: Adrienne Hoye

Activity: Parent/Teacher Conferences

Jul 31, 2009: Create a list of activities

Person: Jasmine Youngblutt

Activity: Monthly Parent Involvement Activities

Aug 3, 2009: Create and pass out survey for staff feedback to be completed after each activity

Person: Jasmine Youngblutt

Activity: Monthly Activities Workshop

Aug 3, 2009: Set agenda for workshop

Person: Jasmine Youngblutt

Activity: Monthly Activities Workshop

Aug 3, 2009: Set time and date for workshop

Person: Jasmine Youngblutt

Activity: Monthly Activities Workshop

Aug 3, 2009: Dates for activities set early in year

Person: Karen Wisniewski

Activity: Monthly Involvement Activity

Aug 3, 2009: Teachers choose activities based on interest

Person: Jasmine Youngblutt

Activity: Monthly Involvement Activity

Aug 3, 2009: Create form of expectations for activities (time/date, materials, set-up, clean-up)

Person: Jasmine Youngblutt

Activity: Monthly Parent Involvement Activities

Aug 3, 2009: Teachers sign-up for monthly activity

Person: Jasmine Youngblutt

Activity: Monthly Parent Involvement Activities

Aug 3, 2009: Go over format of Parent/Teacher Conferences

Person: Carrie Drudge

Activity: Parent/Teacher Conference Workshop

Aug 3, 2009: Review tips for parent communication
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conference Workshop

Aug 3, 2009: Set agenda for workshop
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conference Workshop

Aug 3, 2009: Set time and date for workshop
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conference Workshop

Aug 10, 2009: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

Aug 10, 2009: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

Aug 10, 2009: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Aug 10, 2009: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Sep 10, 2009: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

Sep 10, 2009: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

Sep 10, 2009: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Sep 10, 2009: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Sep 17, 2009: Notify winners
Person: Adrienne Hoye
Activity: Parent/Teacher Conferences

Oct 1, 2009: Advertise prizes in newsletters
Person: Carrie Drudge
Activity: Parent/Teacher Conferences

Oct 1, 2009: Multiple prizes awarded at raffles
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences

Oct 10, 2009: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

- Oct 10, 2009:** Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities
- Oct 10, 2009:** Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities
- Oct 10, 2009:** Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities
- Oct 15, 2009:** Collect prizes for raffle
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences
- Oct 15, 2009:** Create raffle tickets
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences
- Oct 15, 2009:** Ensure all new and returning students have copies of PEP forms and are distributed to teachers.
Person: Carrie Drudge
Activity: Parent/Teacher Conferences
- Oct 15, 2009:** Provide teachers with copies of assessment data
Person: Carrie Drudge
Activity: Parent/Teacher Conferences
- Nov , 2009:** Notify winners
Person: Adrienne Hoye
Activity: Parent/Teacher Conferences
- Nov , 2009:** Pass out PEP forms and assessment results at conferences
Person: Teachers
Activity: Parent/Teacher Conferences
- Nov 1, 2009:** Create spot to turn in raffle tickets
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences
- Nov 1, 2009:** Distribute raffle tickets to teachers
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences
- Nov 10, 2009:** Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities
- Nov 10, 2009:** Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities
- Nov 10, 2009:** Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities
- Nov 10, 2009:** Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Nov 19, 2009: Notify winners
Person: Adrienne Hoye
Activity: Parent/Teacher Conferences

Dec , 2009: Combine attendance at family activities
Person: Carrie Drudge
Activity: Collect first semester/trimester follow up data

Dec , 2009: Tally conference attendance
Person: Pam Bollier
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Take attendance at conferences
Person: Pam Bollier
Activity: Parent/Teacher Conferences

Dec 10, 2009: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

Dec 10, 2009: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

Dec 10, 2009: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Dec 10, 2009: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Dec 17, 2009: Collect prizes for raffle
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences

Dec 17, 2009: Create raffle tickets
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences

Dec 17, 2009: Provide teachers with copies of assessment data
Person: Carrie Drudge
Activity: Parent/Teacher Conferences

Jan 3, 2010: Create spot to turn in raffle tickets
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences

Jan 3, 2010: Distribute raffle tickets to teachers
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences

Jan 10, 2010: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

Jan 10, 2010: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

Jan 10, 2010: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Jan 10, 2010: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Jan 21, 2010: Notify winners
Person: Adrienne Hoye
Activity: Parent/Teacher Conferences

Feb 10, 2010: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

Feb 10, 2010: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

Feb 10, 2010: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Feb 10, 2010: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Feb 18, 2010: Collect prizes for raffle
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences

Feb 18, 2010: Create raffle tickets
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences

Feb 18, 2010: Provide teachers with copies of assessment data
Person: Carrie Drudge
Activity: Parent/Teacher Conferences

Mar 7, 2010: Create spot to turn in raffle tickets
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences

Mar 7, 2010: Distribute raffle tickets to teachers
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences

Mar 10, 2010: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

Mar 10, 2010: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

Mar 10, 2010: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Mar 10, 2010: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Mar 25, 2010: Notify winners
Person: Adrienne Hoye
Activity: Parent/Teacher Conferences

Apr 10, 2010: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

Apr 10, 2010: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

Apr 10, 2010: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Apr 10, 2010: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

Apr 22, 2010: Collect prizes for raffle
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences

Apr 22, 2010: Create raffle tickets
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences

Apr 22, 2010: Provide teachers with copies of assessment data
Person: Carrie Drudge
Activity: Parent/Teacher Conferences

May 9, 2010: Create spot to turn in raffle tickets
Person: Karen Wisniewski
Activity: Parent/Teacher Conferences

May 9, 2010: Distribute raffle tickets to teachers
Person: Jasmine Youngblutt
Activity: Parent/Teacher Conferences

May 10, 2010: Collect and Tally RSVPs
Person: Jasmine Youngblutt
Activity: Monthly Parent Involvement Activities

May 10, 2010: Create RSVP for events if needed
Person: Tametris Marsh
Activity: Monthly Parent Involvement Activities

May 10, 2010: Include events in newsletter
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

May 10, 2010: Take attendance at events
Person: Carrie Drudge
Activity: Monthly Parent Involvement Activities

May 27, 2010: Notify winners
Person: Adrienne Hoye
Activity: Parent/Teacher Conferences

Jun , 2010: Combine attendance at family activities
Person: Carrie Drudge
Activity: Collect final semester/trimester follow up data

Jun , 2010: Send and tally parent survey
Person: Jasmine Youngblutt
Activity: Collect final semester/trimester follow up data

Jun , 2010: Tally conference attendance
Person: Pam Bollier
Activity: Collect final semester/trimester follow up data

Dec , 2010: Send and tally parent survey
Person: Jasmine Youngblutt
Activity: Collect first semester/trimester follow up data

Teacher Mentoring Program

May , 2009: Give baseline survey to teachers
Person: Karen Wisniewski
Activity: Collect baseline data

Jul , 2009: Create goal format
Person: Tobey Otto
Activity: Staff Professional Development Goals

Aug , 2009: Collect baseline data on returning teachers
Person: Deb Dautz
Activity: Collect baseline data

Aug , 2009: Staff will present ideas and activities that work for them during bi-monthly curriculum meetings.
Person: Carrie Drudge
Activity: Peer Coaching

Aug , 2009: Appoint mentor teacher to new staff member
Person: Carrie Drudge
Activity: Plan for New Staff Mentoring

Aug , 2009: Meet and greet new staff and introduce to current staff as needed.
Person: Karen Wisniewski
Activity: Plan for New Staff Mentoring

Aug , 2009: Provide staff handbook.
Person: Pam Bollier
Activity: Plan for New Staff Mentoring

Aug , 2009: Review and explain staff expectations to new and returning staff members
Person: Carrie Drudge
Activity: Plan for New Staff Mentoring

Aug 3, 2009: Create list of staff expectations
Person: Carrie Drudge
Activity: Plan for New Staff Mentoring

Aug 3, 2009: Create sign-up
Person: Kimberly Orrison
Activity: Plan for Peer Coaching

Aug 3, 2009: Explain peer coaching expectations to staff
Person: Kimberly Orrison
Activity: Plan for Peer Coaching

Aug 3, 2009: Explain format to staff
Person: Tobey Otto
Activity: Staff Profesional Development Goals

Aug 15, 2009: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Sep , 2009: Provide teachers with reward for completion of peer coaching activity
Person: Tobey Otto
Activity: Incentives for Peer Coaching

Sep , 2009: Create rewards for staff when goals are met.
Person: Cluster Leaders
Activity: Incentives for Professional Development Goals

Sep , 2009: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Sep , 2009: Create reminders for staff
Person: Karen Wisniewski
Activity: Plan for Peer Coaching

Sep , 2009: Give reminders to staff
Person: Karen Wisniewski
Activity: Plan for Peer Coaching

Sep , 2009: Give sign-up to staff
Person: Kimberly Orrison
Activity: Plan for Peer Coaching

Sep , 2009: Cluster Leaders set goals with staff
Person: Cluster Leaders
Activity: Staff Profesional Development Goals

Sep 15, 2009: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Oct , 2009: Review and revise goals
Person: cluster leaders with teachers
Activity: Staff Profesional Development Goals

Oct 15, 2009: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Nov 15, 2009: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Dec 15, 2009: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Jan , 2010: Collect % of first semester returning teachers
Person: Deb Dautz
Activity: Collect first semester/trimester follow up data

Jan , 2010: Collect first semester % of professional development goals reached
Person: Kimberly Orrison
Activity: Collect first semester/trimester follow up data

Jan , 2010: Give survey to teachers
Person: Karen Wisniewski
Activity: Collect first semester/trimester follow up data

Jan , 2010: Review and explain staff expectations to new and returning staff members
Person: Carrie Drudge
Activity: Plan for New Staff Mentoring

Jan 15, 2010: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Feb 15, 2010: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Mar 15, 2010: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Apr 15, 2010: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

May , 2010: Collect first semester % of professional development goals reached
Person: Tobey Otto
Activity: Collect final semester/trimester follow up data

May , 2010: Give survey to teachers
Person: Karen Wisniewski
Activity: Collect final semester/trimester follow up data

May 15, 2010: Check in with new teachers - are they understanding and meeting the staff expectations
Person: Tobey Otto
Activity: Plan for New Staff Mentoring

Jun , 2010: Collect data from peer coaching surveys and evaluate
Person: Tobey Otto
Activity: Collect final semester/trimester follow up data

Aug , 2010: Collect % of first semester returning teachers
Person: Deb Dautz
Activity: Collect final semester/trimester follow up data

Timely Additional Assistance

May , 2009: Identify summer school students using RiverDeep
Person: Carrie Drudge
Activity: Prepare Computers

May , 2009: Load students information onto computer
Person: Gia Stalling
Activity: Prepare Computers

Aug , 2009: Identify regular school students using RiverDeep

Person: Carrie Drudge

Activity: Prepare Computers

Aug , 2009: Load student's information onto computers

Person: Gia Stalling

Activity: Prepare Computers

Aug , 2009: Create schedule for students to use program

Person: Gia Stalling

Activity: RiverDeep Program

Sep , 2009: Begin seeing students according to schedule

Person: Gia Stalling

Activity: RiverDeep Program

Sep 18, 2009: Create schedule for students to use program

Person: Gia Stalling

Activity: RiverDeep Program

Nov 20, 2009: Create schedule for students to use program

Person: Gia Stalling

Activity: RiverDeep Program

Jan 22, 2010: Create schedule for students to use program

Person: Gia Stalling

Activity: RiverDeep Program

Mar 26, 2010: Create schedule for students to use program

Person: Gia Stalling

Activity: RiverDeep Program

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>