

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:03:34

Linton-Stockton Elementary (2441)

Linton-Stockton School Corp

Linton, 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>

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 7
- Academic Goals 8
- Areas of Concern 14
- Strategies 16
- Professional Development 20
- Relationship Report -- Areas of Concern / Strategies / Data Targets 22
- Force Field Excerpt 28
- To-Do List 29
- Continuous Improvement Timeline 35

School Improvement Plan Introduction

Linton-Stockton Elementary

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 School Wide
- No Child Left Behind

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

- Lisa Booe - Teacher
- Kent Brewer - Administrator
- Angela Brown - School Counselor
- Christine Brown - Parent/Guardian
- Della Dale - Teacher
- Kelly Lannan - Teacher
- Jerrells Mary Beth - Community
- Nathan Moore - Administrator
- Erin Raper - Teacher
- D'Lee Sipes - Teacher
- Deb Snapp - Teacher

Strategy Chairs

- Kent Brewer
- Della Dale
- Nathan Moore
- Erin Raper
- D'Lee Sipes
- Sharman Smith
- Bart Wade

Community Council

- Suzan Anderson - Teacher
- Lisa Andis - School Administration office
- Lisa Booe - Special education teacher
- Elaine Boone - Teacher
- Kent Brewer - Elementary Principal
- Ronda Brewer - Computer Software Designer
- Christine Brown
- Ronald Bush - School Superintendant
- Teresa Carpenter - School Custodian
- Mike Chapman - Minister of Christian Church
- Shouse Charity
- Della Dale - Teacher
- Stephanie Dale - Special ed. Teacher
- Brooke Feaster
- Jennifer Figg - Parent
- Ann Gainey - Parent/Teacher
- Michelle Hamilton
- Janet Hazlewood
- Robin Hineman
- Jenny Hoffeditz
- Brandy Hyde - Supervisor in Mental Facility
- Barbara Irish - Teacher

- Jennifer Irish - Teacher
- Hoffeditz Jenny - Nurse
- Mary Beth Jerrells - Banker
- Dorie King - Teacher
- Jamie Kocher
- Paulette Lannan - Teacher
- Bobbi Leigh
- Lori Markle - Teacher
- Charmain McCraney - Cook/Girl Scout Leader
- Josh McCraney - Parent and Business manager at Wendy's
- Debbie McDonald - Police Officer
- Tish Millick
- Shannon Montgomery - Teacher
- Missie Moore
- Nathan Moore - Professional Development Director
- Jennifer Myers
- Erin Raper - Minsiter
- Charity Shouse
- Tami Sisk
- Cheri Slover - Dept. of Child Welfare/State office rep.
- Adine Smock - Nurse
- Mary Sullivan
- Tammy Swihart
- Dan Thorlton - Teacher
- Bridget Torbert
- Tammy Turpin
- Dee Watson - Day Care Provider
- Beverly Weber - Nurse
- Beverly Weber - Mother
- Tammy Wright - Business/Parent

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 that all students deserve a school that is committed to continuous improvement. Each child is entitled to competent instruction in all state aligned curricula. Every student should benefit from a variety of instructional methods designed to accommodate individual learning styles. Student safety should be guaranteed; as it is proven that a safe environment enhances learning.

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

Adults embracing these beliefs will uphold high standards for themselves and for the students they serve. Academic performance and student safety will be increased by: -teachers frequently monitoring student progress. -students frequently monitor their own progress. -practicing research based initiatives. -making data driven decisions. -providing reading instruction across the curriculum. -empowering readers with strategies to derive meaning from different kinds of text. -early identification of learning problems and appropriate intervention. -teaching students to speak and write for a variety of purposes and audiences. -applying math concepts to solve problems. -using technology to generate and communicate ideas and information. -requiring self reliance and social responsibility. -applying discipline on an individual basis to successfully modify negative behaviors. -modeling and mandating productive behaviors such as punctuality, organization, following directions, and observance of deadlines.

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

Students will develop their own innate abilities to make positive and productive decisions regarding self, family, school, and community. Students will demonstrate essential knowledge and skills required of them at each grade level.

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

- % of students who Show mastery on ISTEP+ essential scores: 100%
- % of students who Show significant growth on NWEA test 2nd -6th: 100%
- % of students who Show significant growth on DIBBLES testing K- 1st: 100%
- % of students who Perform at or above grade level in reading and math: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	79	81	79	83		85		86		87		100

3rd Grade Students - Passing Language Arts ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
89	69	80	81	82		84		85		86		100

3rd Grade Students - Passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	73	80	78	82		84		85		86		100

4th Grade Students - Percent of special ed. ISTEP Language Arts Tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	27	30	25	35		40		41		42		100

4th Grade Students - Percent of special ed. ISTEP Math Tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	36	40	54	45		50		51		52		100

4th Grade Students - Percent of special ed. ISTEP passing reading comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	27	30	29	35		45		46		47		100

5th Grade Students - Percent of special ed. ISTEP Language Arts Tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	43	48	33	55		60		61		62		100

5th Grade Students - Percent of special ed. ISTEP Math Tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57	62	60	67		75		76		77		100

5th Grade Students - Percent of special ed. ISTEP passing reading comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	36	40	27	45		50		51		52		100

6th Grade Students - Passing Language Arts ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88	76	89	84	90		91		92		93		100

6th Grade Students - Passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	87	88	91	89		91		92		93		100

All ISTEP Tests - Percent of all ISTEP Language Arts Tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	77	81		83		85		86		87		100

All Tested Grades - Percent of all ISTEP Math Tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	81	86		89		92		93		94		100

Sixth Graders All - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	87	87	89	89		91		92		93		100

Sixth Graders All - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	76	84	82	86		88		89		90		100

Sixth Graders Free and Reduced Lunch - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	79	80	86	83		86		87		88		100

Sixth Graders Free and Reduced Lunch - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72	73	74	81	76		78		79		80		100

Sixth Graders General Education - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
94	95	96	89	97		98		99		99		100

Sixth Graders General Education - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	84	91	82	92		93		94		95		100

Sixth Graders Special Education - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57	27	59	62	60		61		62		63		100

Sixth Graders Special Education - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	18	47	46	49		51		52		53		100

Third Graders All - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	75	77	75	79		81		82		83		100

Third Graders All - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	70	82	79	84		86		87		88		100

Third Graders Free and Reduced Lunch - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	71	70	70	72		74		75		76		100

Third Graders Free and Reduced Lunch - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	56	70	73	72		74		75		76		100

Third Graders General Education - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	83	84	82	86		88		89		90		100

Third Graders General Education - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
91	81	92	84	93		94		95		96		100

Third Graders Special Education - Math Computation

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	50	60	27	62		64		65		66		100

Third Graders Special Education - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	33	45	36	47		49		50		51		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: Lack of good vocabulary instruction

Teacher discussion

Concern: Need for improved reading instruction

Teacher discussion

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

V. Peer Review for SIP

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Continue Writing Prompts

Although Students are expected to write daily, a monthly writing prompt will be given to 2nd through 6th grade students. It will be graded using the ISTEP format. Teachers will also conference with individual students once a trimester. Teachers will use www.writingsite.org as an instructional tool before the ISTEP test is given. Students will be required to use similes, metaphors, and strong vocabulary in their writing. Also to be included in this strategy are special education students in grades 2-6.

Instruction: Reading Block for grade one

Students in grade one will be grouped by academic need and instructional level during an uninterrupted period of time to promote reading. The teacher will conduct several differentiated reading groups during this block. While one group receives direct instruction, the other groups will be completing tasks at learning centers within the classroom. DIBELS will be utilized as a progress monitoring tool to ensure students are meeting benchmarks in reading curriculum. Students will also receive the Waterford Reading Intervention program four times per week at twenty minutes per session. This strategy also includes special education and free/reduced lunch students.

Reading block for grade 2

This strategy will provide a common 80 minute rotating ability grouped instructional time for Grades 2, which will decrease the range of ability to better meet the individual needs of all students in the area of reading. DIBELS will be utilized as a progress monitoring tool to ensure students are meeting benchmarks in Reading Curriculum. They also receive Waterford Reading Intervention Program two to three times per week depending on students individual reading level. This strategy includes free/reduced and special education students.

Reading Block for grades 3 - 6

This strategy will provide a common 80 minute rotating ability grouped instructional time for grades 3 - 6, which will decrease the range of ability to better meet the individual needs of all students in the area of reading. This strategy involves free/reduced and special education

Required Strategies

A. Parent Involvement: Parent Conferences

Host two parent conferences for parents-- During these conferences teachers advise parents on their child's strengths and weaknesses, grades, classroom behavior and work ethics, as well as methods for helping students with homework and time management skills. A parenting library comprised of audio and DVD materials will be housed in each teacher's classroom. These resources will be utilized by the teacher as a parenting education resource in order to further help parents meet the needs of their child.

B. Technology Coordination

Staff will continue to utilize technology for data management and in classroom instruction. Teachers will utilize the web for reference material, conduct web searches, and utilize software to reinforce learning. Technology will also be utilized to remediate learning, enhance curriculum, and provide enrichment activities. Staff will continue to become familiar with and utilize distance learning equipment to provide enrichment experiences to their students and reinforce student learning. Training in LCD projector use, Distance Learning Equipment will be hosted in house. Technology will be utilized to enhance instruction via "Path to Reading". vocabulary computer instruction software. This will be utilized during our technology class that is offered on a regular rotation to first through sixth grades.

C. Safe and Disciplined Learning Environment: Four Phase Discipline Plan

In an effort to more adequately address the resolution of inappropriate student behaviors in the building, a four phase discipline plan will be instated. Phase One: Student is referred to principal for disciplinary action Phase Two: Disciplinary measure taken by principal is communicated to referring staff member who then shares whether there has been a visible impact on the student's behavior. Phase Three: If similar behaviors continue with the same student, the teacher and administrator will revisit the behavioral issue. Further action to correct the misbehavior will be handled by the teacher and administrator who may elect to request a behavior plan be developed through team discussion. Phase Four: Misbehaviors common to a grade level, chronic misbehaviors common to a specific population of students, or unacceptable escalating behaviors may call for the immediate revision of policy and creation of tailored solutions. This will be accomplished through grade level meetings, grade level chair meetings, whole staff meetings, or through a behavior planning team comprised of experienced staff members from various student services fields.

D. Attendance

Improve student attendance by policy revisions, parent education and attendance letters sent out via school attendance director. Parent homevisits will be conducted by our school attendance director and in remote cases police officer Debbie McDonald. Two times per week attendance letters are sent out to parents informing them of their child's attendance record and what needs to be done to comply with policy. Certified letters will be used when a child's attendance has reached a critical state. No credit will be given for make-up work after a student has accumulated ten unexcused absences or tardys (after 0830). Habitual unexcused absences will be reported to Greene County Child Protective services (CPS) as they impact a student's educational success.

G1. Exceptional Learners - Gifted: High Ability Math

High Ability students in grades three through six, as identified by ISTEP+ and NWEA math scores will participate daily in an advanced math program. A mobile technology lab will be utilized to provide advanced, individualized math instruction. Although it is not part of our strategy the following are pieces of our high ability identification process; 1. ISTEP score (in high percentile), NWEA score (in gifted range), DIBELS score, planned experiences (for K-2), or nomination based on scores or teacher recommendation 2. Teacher observation and recommendation forms 3. Parent survey 4. Student survey 5. SAXON Placement Test (followed by final of previous book once placement occurs) and Writing prompt (language arts only) 6. Past grades (and test scores if pertinent) 7. CogAT (will not start until 2009-2010 school year) 8. Committee Meeting to decide placement 9. Upon placement in high ability the student, parent, and educator will sign a contract agreeing on the terms and expectations of the high ability programs

G2. Exceptional Learners - Special Education: Early Intervention

Students who might otherwise be labeled as Special Education are given many chances for remediation via the RTI model (Response To Intervention) before formally being identified. Our strategy targets lower achieving students prior to them being identified. RTI is a three tiered approach consisting of: 1. Regular education interventions in K-2nd grade using DIBELS benchmark testing in the area of reading. 2. Students who do not respond to regular ed interventions are then pulled out and given strategic remediation in small groups and progress monitored through DIBELS assessment. 3. Students who do not respond to the intensive small group remediation and progress monitoring are then given one-on-one intensive remediation then progress monitored again. If students fail to respond to the three tiered RTI model, then they are referred for formal special ed testing and if appropriate are given an IEP with academic modifications. Those students whose needs are not met through the RTI process are referred for testing to determine eligibility for special education services.

H. Cultural Competency

In addition to continue to reference the Ruby Payne book we are also dealing with the following barriers by providing solutions: ACCESS TO HEALTH CARE (Hoosier Healthwise and a full time nurse on staff) NUTRITIONAL NEEDS (2 meals per day, 5 days per week at school. Providing groceries from our child care fund, and referrals to church organizations for food banks) LANGUAGE DEVELOPMENT (Special ed preschool, HS mentors are utilized for lower readers, DIBELS diagnostic testing to ensure children are meeting language benchmarks, Language blocks for grades 1-6th where children can receive extended instruction at their own level)and vocabulary building through Knowledge Adventure's Path to Reading program We will educate our staff and parents through "Love and Logic" audio and DVDs which stresses empathic discipline, natural consequences, work ethic, and responsibility to off set the cycle of poverty

I. Focused Instruction / Curriculum: Vocabulary Building

Vocabulary building for free and reduced lunch grades 1-6. Targeted students will receive individualized, intensive vocabulary building via technology two times per week. Classes will be built around a rotational schedule. Parents of free and reduced students will be sent a letter explaining the focused instructional strategy and the importance of building vocabulary at home.

J. Instruction by Highly Qualified Teachers

We hire from the list that the central office gives us and all candidates on the list are highly qualified.

K. Attracting Highly Qualified Teachers

In an effort to attract Highly Qualified Teachers, the administration center posts any new job openings with the placement offices of ISU and IU. This has been exceptionally effective as we often have as many as 70 applicants for one position.

L. Early Childhood Assistance

To create an awareness of the importance of early childhood assistance, kindergarten readiness information will be distributed to the community. Information regarding readiness skills needed for success in kindergarten will be given to doctors offices, city newspaper, Headstart, and be published in our school newsletter.

M. Assessment Results to Parents

Twice per year formal assessment results from North West Testing, ISTEP, and DIBELS are shared with parents by classroom teachers at our Parent Teacher conference evenings. Conferences take place in October and February. In addition to these two formal conferences, a formal letter of "High Ability" is sent home to parents stating that their child has been identified as a high ability learner. A meeting also follows this letter whereby parents can ask questions and give their input to curriculum development. Progress reports are sent out by staff every two weeks with some teachers choosing to send out weekly progress reports. In addition to the afore mentioned notices, report cards are sent out six times per year.

N. Parent Notice of "School in Improvement"

At the beginning of the school year when all parents must register their child for the upcoming school year, a written parent notice of "School in Improvement" is provided. Each parent receives a written parent notice which must be signed and is kept on file as proof of notification.

O. Extended Learning Activities

All students are invited to attend our SEEK club which meets after school and focuses on STEM activities. Students in grades 3-6 have the opportunity to participate in a competitive Math BOWL competition

P. Teacher Mentoring Program

A teacher mentoring program is required of all new teachers in the building. A veteran teacher is paired with a new teacher in order to provide full year mentoring. A checklist will be provided listing areas to be addressed during the mentoring year, such as discipline, confidentiality, parent conferences, student-teacher interactions, professional conduct, and attitude becoming a teacher. In addition to new teachers receiving mentoring, veteran teachers will also continue to participate in peer coaching. This occurs weekly in grade level meetings.

Q. School-Parent Involvement Policy

The Title I Director will provide all Title I parents with information and an invitation to attend a Title I meeting at the beginning of the school year. The meeting will explain that the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We will also involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. The school will carry out programs, and activities which include two-way, and meaningful communication involving student academic learning and other school activities. At this meeting for Title I parents an invitation to participate in revisions will be extended. It will also be explained that an annual evaluation will be utilized to identify barriers to greater parent participation. The Title I director will also use the findings to design strategies for more effective parental involvement. Communication with parents will include email, phone, and newsletters.

R. Parent Right-to-Know Letter

Our Title I Director will provide at student registration information to all parents about teacher qualifications and or whether their child is being taught by a HQ teacher.

S. School-Parent Compact

The Title I Director will provide parents at the beginning of the school year with a school parent compact. This compact explains that Linton Elementary will provide high-quality curriculum and instruction in a supportive and effective learning environment. Further we will hold parent-teacher conferences, provide parents with frequent reports on their children's progress, provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

T. Annual Parent Meeting

An annual meeting for Title One parents outlining new Title One Guidelines/program development will occur in October. An invitation to participate in revisions will also be extended to parents. An advisory committee will be formed and will jointly develop a School-Parent-Student Compact which will be distributed. An annual evaluation will be utilized to identify barriers to greater parent participation. The school will also use the findings to design strategies for more effective parental involvement. Communication with parents will include email, phone, and newsletters. There will be an informational meeting for all Title One parents to give an overview of the program and responsibilities.

U. Targeted Assistance

Special education students in grades 3 - 6 who are not passing ISTEP will be provided with additional educational interventions. Staff were trained in the use of DIBELS for diagnostic purposes in the area of basic literacy skills in the 07-08 school year. Great Leaps will also be employed as an intervention tool to target literacy skills in need of remediation and engage students to a greater degree.

V. Peer Review for SIP

1. We will share our plan with Jeff Sparks who is the principal in our school corporation. 2. Kent Brewer and Nathan Moore will ensure that Jeff Sparks sees the plan and understands its scope and sequence. 3. This will occur on May 1, 2008

Professional Development

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

A. Parent Involvement: Parent Conferences

Professional Development Activity	Funding	Activity Purpose
<i>Follow up Professional Development for Teachers regarding Parenting Education Resources</i>	Source: General Fund Amount: \$20	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teacher evaluation of Parenting education resources will reflect the relevance of materials and or any perceived roadblocks that may need to be addressed. The teacher evaluation will then drive the type of follow up professional activities that will best meet the needs of teachers utilizing parenting resources in their classroom to serve parents.	Teachers Counselors Administrators	Talk to Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Intro to parent resources for teachers and how to best utilize materials</i>	Source: Child Protection Grant, General Fund Amount: \$2000.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will be introduced to their parenting resources that will be housed in each of their classrooms. Teachers will also be given training on how to best utilize resources, how to introduce resources to parents, and how to best organize their checkout system to keep track of resources and record who is checking out resources.	Teachers Counselors Administrators	Talk to Presentation/Workshop Professional Reading Collaborative Problem Solving

I. Focused Instruction / Curriculum: Vocabulary Building

No professional development is needed for this strategy.

L. Early Childhood Assistance

No professional development is needed for this strategy.

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Peer coaching</i>	Source: DFS grant Amount: \$4000.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will meet as grade levels on a weekly basis to engage in peer coaching. These meetings will focus on skill building regarding classroom management, instruction, and evaluation. Teachers will have the opportunity to utilize audio and DVD training tapes at their own pace to improve student management skills. Teachers will offer feedback and support to one another and in so doing refine their overall techniques.	Teachers Counselors Administrators	Peer Coaching Collaborative Problem Solving Other

U. 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

Concern: Lack of good vocabulary instruction

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Language Arts ISTEP
- 4th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- 4th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- 5th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- 6th Grade Students -- Passing Language Arts ISTEP
- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing

Strategies to Impact This Concern:

- Continue Writing Prompts

Concern: Need for improved reading instruction

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Language Arts ISTEP
- 3rd Grade Students -- Passing Math ISTEP
- 4th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- 4th Grade Students -- Percent of special ed. ISTEP Math Tests passing
- 4th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- 5th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- 5th Grade Students -- Percent of special ed. ISTEP Math Tests passing
- 5th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- 6th Grade Students -- Passing Language Arts ISTEP
- 6th Grade Students -- Passing Math ISTEP
- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing
- Sixth Graders All -- Reading Comprehension
- Sixth Graders Free and Reduced Lunch -- Reading Comprehension
- Sixth Graders General Education -- Reading Comprehension
- Sixth Graders Special Education -- Reading Comprehension
- Third Graders All -- Reading Comprehension
- Third Graders Free and Reduced Lunch -- Reading Comprehension
- Third Graders General Education -- Reading Comprehension
- Third Graders Special Education -- Reading Comprehension

Strategies to Impact This Concern:

- Instruction: Reading Block for grade one
- Reading block for grade 2
- Reading Block for grades 3 - 6

Required Areas of Concern

A. Parent Involvement (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- Sixth Graders Free and Reduced Lunch -- Math Computation
- Sixth Graders Free and Reduced Lunch -- Reading Comprehension
- Third Graders Free and Reduced Lunch -- Math Computation
- Third Graders Free and Reduced Lunch -- Reading Comprehension

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Conferences

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- 5th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- Sixth Graders All -- Reading Comprehension
- Sixth Graders Free and Reduced Lunch -- Reading Comprehension
- Sixth Graders General Education -- Reading Comprehension
- Sixth Graders Special Education -- Reading Comprehension
- Third Graders All -- Reading Comprehension
- Third Graders Free and Reduced Lunch -- Reading Comprehension
- Third Graders General Education -- Reading Comprehension
- Third Graders Special Education -- Reading Comprehension

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Four Phase Discipline Plan

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Math ISTEP
- 6th Grade Students -- Passing Math ISTEP
- All Tested Grades -- Percent of all ISTEP Math Tests passing
- Sixth Graders All -- Math Computation
- Sixth Graders Free and Reduced Lunch -- Math Computation
- Sixth Graders General Education -- Math Computation
- Third Graders All -- Math Computation
- Third Graders General Education -- Math Computation

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: High Ability Math

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- 4th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- 5th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- Sixth Graders Special Education -- Reading Comprehension
- Third Graders Special Education -- Reading Comprehension

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Early Intervention

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Sixth Graders Free and Reduced Lunch -- Reading Comprehension
- Third Graders Free and Reduced Lunch -- Reading Comprehension

Strategies to Impact This Concern:

- H. Cultural Competency

I. Focused Instruction / Curriculum (Title I, NCLB)

Data Targets Influenced by This Concern:

- Sixth Graders Free and Reduced Lunch -- Reading Comprehension
- Third Graders Free and Reduced Lunch -- Reading Comprehension

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Vocabulary Building

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- Sixth Graders Special Education -- Math Computation
- Third Graders Special Education -- Math Computation

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 ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Language Arts ISTEP

Strategies to Impact This Concern:

- L. Early Childhood Assistance

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- M. Assessment Results to Parents

N. Parent Notice of "School in Improvement" (NCLB)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement"

O. Extended Learning Activities (Title I, NCLB)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- 4th Grade Students -- Percent of special ed. ISTEP Math Tests passing
- 4th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- 5th Grade Students -- Percent of special ed. ISTEP Language Arts Tests passing
- 5th Grade Students -- Percent of special ed. ISTEP Math Tests passing
- 5th Grade Students -- Percent of special ed. ISTEP passing reading comprehension
- Sixth Graders Special Education -- Math Computation
- Sixth Graders Special Education -- Reading Comprehension
- Third Graders Special Education -- Math Computation
- Third Graders Special Education -- Reading Comprehension

Strategies to Impact This Concern:

- U. Targeted Assistance

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Each classroom teacher has a copy of the state standards in their classrooms, the administration also has a copy in the office.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP is given to grades 3-6th, NWEA is given to 2nd -6th, Dibbles Reading Assessment is given to K-2	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	longer school year, adequate funding	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	extended day kindergarten/full day kindergarten, greater use of para-professional staff	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 Assistance

Apr 7, 2008: Collect baseline data

Person: Nathan Moore

Activity: Baseline data

May 1, 2008: Set date

Person: Kent Brewer

Activity: kindergarten is magic

May 29, 2008: send home parent letters

Person: Kent Brewer

Activity: kindergarten is magic

May 30, 2008: Prepare program

Person: Kent Brewer

Activity: kindergarten is magic

Jul 10, 2008: Program is presented

Person: Kent Brewer

Activity: kindergarten is magic

Oct 1, 2008: Meet with kindergarten staff to develop kindergarten readiness resource

Person: Della Dale

Activity: Replenish community resource materials

Nov 1, 2008: Meet with kindergarten staff to finalize rough draft

Person: Della Dale

Activity: Replenish community resource materials

Nov 15, 2008: Print community resources and assign distribution tasks

Person: Della Dale

Activity: Replenish community resource materials

Dec 1, 2008: Meet with kindergarten staff to ensure resources were distributed

Person: Della Dale

Activity: Collect strategy evaluation data

Apr 1, 2009: Meet with kindergarten staff to assign tasks

Person: Della Dale

Activity: Replenish community resource materials

May 1, 2009: Meet with kindergarten staff to ensure resources were distributed

Person: Della Dale

Activity: Collect strategy evaluation data

May 5, 2009: Meet with kindergarten staff to ensure task completion

Person: Della Dale

Activity: Replenish community resource materials

Extended Learning Activities

Apr 15, 2008: Check with staff to see that all students were notified via newsletter

Person: Nathan

Activity: Collect baseline data

Sep 1, 2008: send home parent information letter

Person: Susan Anderson

Activity: Get SEEK Program up and running

Oct 1, 2008: have first SEEK meeting

Person: Susan Anderson

Activity: Get SEEK Program up and running

Nov 1, 2008: continue meetings

Person: Susan Anderson

Activity: Get SEEK Program up and running

Dec 1, 2008: Verify that SEEK letters were sent to all 3-6 grade students

Person: Nathan

Activity: Collect first semester/trimester follow up data

Mar 5, 2009: Set date

Person: Nicole Roach

Activity: Math Bowl

Apr 1, 2009: Host Math Bowl

Person: Nicole Roach

Activity: Math Bowl

May 1, 2009: Check to see that all move-in students in grades 3-6 receive an invitation to be a part of SEEK

Person: Nathan

Activity: Collect final semester/trimester follow up data

Focused Instruction / Curriculum

May 15, 2008: Technology teacher will meet with librarian and media assistant to discuss vocabulary program and rotational schedule

Person: Joanna Fish

Activity: Peer Coaching

May 30, 2008: Collect Data

Person: Nathan Moore

Activity: Collect baseline data

Jul 15, 2008: Build rotational schedule

Person: Kent Brewer

Activity: Get Program up and running

Aug 1, 2008: Work out techno glitches

Person: Cain Cooksey

Activity: Get Program up and running

Aug 1, 2008: Hire additional assistant to oversee vocabulary classes

Person: Kent Brewer

Activity: Rearrange media center

Aug 1, 2008: Place 13 computers in media lab so that 1/2 of class can be checking out books while other 1/2 will be working on vocabulary.

Person: Cain Cooksey

Activity: Rearrange media center

Aug 11, 2008: Trouble shoot vocabulary programming

Person: Joanna Fish

Activity: Peer Coaching

Aug 15, 2008: Post Schedule for all staff

Person: Kent Brewer

Activity: Get Program up and running

Aug 15, 2008: Explain rotation schedule to classroom teachers

Person: Kent Brewer

Activity: Talk to and Talk to again

Aug 15, 2008: Meet with Categorical staff to explain rotaion schedule

Person: Kent Brewer

Activity: Talk to and Talk to again

Sep 1, 2008: Mail Parent Letters Explaining Prgm

Person: Nate Moore

Activity: Get Program up and running

Sep 1, 2008: Trouble shoot meeting with Categorical staff

Person: Kent Brewer

Activity: Talk to and Talk to again

Oct 1, 2008: Trouble shoot vocabulary program

Person: Joanna Fish

Activity: Peer Coaching

Oct 15, 2008: Collect Data

Person: Nathan Moore

Activity: Collect first semester/trimester follow up data

May 1, 2009: Collect Data

Person: Nathan Moore

Activity: Collect final semester/trimester follow up data

Parent Involvement

Feb 1, 2008: write grant

Person: Angela Colliver

Activity: Parent Resources

Mar 17, 2008: Order Tapes

Person: Angela COLLiver

Activity: Parent Resources

Aug 1, 2008: set date

Person: Nathan Moore

Activity: Intro to parent resources for teachers and how to best utilize materials

Aug 15, 2008: Distribute parenting education resources to teachers and explain how to best utilize them.

Person: Angela Colliver

Activity: Parent Resources

Aug 20, 2008: inventory tapes in building

Person: Angela Colliver

Activity: Collect baseline data

Aug 20, 2008: Inform parents of dates
Person: grade level staff
Activity: Parent Conferences

Aug 25, 2008: prepare materials
Person: Angela Colliver
Activity: Intro to parent resources for teachers and how to best utilize materials

Sep 1, 2008: Host teacher training
Person: Angela Colliver
Activity: Intro to parent resources for teachers and how to best utilize materials

Sep 3, 2008: Presentation at staff meeting
Person: Angela Colliver
Activity: Talk to

Oct 15, 2008: % of teachers who present all required elements based on the checklist of parent conference topics including the resource library.
Person: grade level chairs
Activity: Collect first semester/trimester follow up data

Oct 15, 2008: counting % of parents checking out parenting education resource materials
Person: grade chairs
Activity: Collect first semester/trimester follow up data

Oct 21, 2008: Host parent conferences
Person: grade level staff
Activity: Parent Conferences

Nov 1, 2008: Present trouble shoot talk
Person: Angela Colliver
Activity: Talk to

Feb 26, 2009: Host parent conference
Person: grade level staff
Activity: Parent Conferences

Mar 1, 2009: Create a teacher evaluation of resources housed in their classroom
Person: Angela Colliver
Activity: Follow up Professional Development for Teachers regarding Parenting Education Resources

Mar 10, 2009: Give evaluation to teachers in the building to fill out regarding the relevance of parenting resources and possible roadblocks to their useage.
Person: Angela Colliver
Activity: Follow up Professional Development for Teachers regarding Parenting Education Resources

Mar 10, 2009: Distribute teacher evaluations of parenting resources
Person: Angela Colliver
Activity: Teacher evaluation of Parenting Resources

Mar 16, 2009: Collect evaluations and assess what teachers' needs are
Person: Angela Colliver
Activity: Follow up Professional Development for Teachers regarding Parenting Education Resources

Mar 16, 2009: Collect teacher evaluations of parenting resource
Person: Angela Colliver
Activity: Teacher evaluation of Parenting Resources

Mar 20, 2009: Assess evaluations for relevance of parenting education resources, and or any roadblock to staff utilizing resources
Person: Angela Colliver
Activity: Teacher evaluation of Parenting Resources

Apr 1, 2009: Host follow up meeting to address the needs of staff, either through peer mentoring or further discussion
Person: Angela Colliver
Activity: Follow up Professional Development for Teachers regarding Parenting Education Resources

May 1, 2009: % of teachers who present all required elements based on checklist of parent conference topics including the resource library.
Person: grade chairs
Activity: Final semester follow up data

May 1, 2009: Count % of parents checking out parenting resources
Person: grade chairs
Activity: Final semester follow up data

Targeted Assistance

May 15, 2008: identify students
Person: Erin Raper
Activity: educational interventions

Aug 15, 2008: Collect Data
Person: Erin Raper
Activity: Collect baseline data

Aug 15, 2008: set up intervention schedule
Person: Erin Raper
Activity: educational interventions

Aug 20, 2008: begin interventions
Person: Erin Raper
Activity: educational interventions

Aug 20, 2008: Set date to meet with Angie Tennant and Kenny Gillan
Person: Erin Raper
Activity: Peer Coaching

Aug 25, 2008: Peer coaching meeting
Person: Erin Raper
Activity: Peer Coaching

Oct 15, 2008: Collecting Data
Person: Erin Raper
Activity: Collect first semester/trimester follow up data

Nov 15, 2008: Collect number of intervention days spent providing DIBELs during first semester
Person: Erin Raper
Activity: Collect intervention data

Nov 15, 2008: Follow-up peer coaching
Person: Erin Raper
Activity: Peer Coaching

May 1, 2009: Collect Data
Person: Sandi Brumfiel
Activity: Collect final semester/trimester follow up data

May 15, 2009: Collect number of intervention days spent providing DIBELs during second semester
Person: Sandi Brumfiel
Activity: Collect intervention data

Teacher Mentoring Program

Apr 28, 2008: Meet with INSAI team to create topic list

Person: Deb Snapp

Activity: Create topic list

May 15, 2008: meet to introduce new topic list and discuss any concerns

Person: Nathan Moore

Activity: Instructional meeting with mentor teacher

Jul 13, 2008: Set schedule of grade level meetings

Person: Kent Brewer

Activity: Peer coaching

Aug 1, 2008: Pair teachers

Person: Kent Brewer

Activity: Pair teachers for mentoring

Aug 11, 2008: Assign grade level chairmen to conduct meetings for the year

Person: Kent Brewer

Activity: Peer coaching

Aug 11, 2008: Publish schedule of meeting times

Person: Kent Brewer

Activity: Peer coaching

Aug 15, 2008: Meet with all grade level chairs to discuss peer coaching duties

Person: Kent Brewer

Activity: Evaluation of Peer Coaching Activities

Aug 15, 2008: Give another copy of checklist to mentor teacher and encourage them to follow it

Person: Nathan Moore

Activity: Instructional meeting with mentor teacher

Sep 1, 2008: Hand out topic checklist

Person: Kent Brewer

Activity: Pair teachers for mentoring

Nov 15, 2008: Administrator meets with mentee to discuss completion of topics

Person: Nathan Moore

Activity: First semester follow up data

Dec 1, 2008: Meet with mentee to review topic list

Person: Nathan Moore

Activity: Administrator/mentee meeting

Dec 15, 2008: Collect the number of meetings where peer coaching occurred in grade levels

Person: Kent Brewer

Activity: Evaluation of Peer Coaching Activities

Mar 1, 2009: Meet with mentee to review topic list

Person: Nathan Moore

Activity: Administrator/mentee meeting

May 1, 2009: Administrator meets with mentee to discuss completion of topics

Person: Nathan Moore

Activity: Final semester follow up data

May 15, 2009: Collect the number of meetings where peer coaching occurred

Person: Kent Brewer

Activity: Evaluation of Peer Coaching Activities

Continuous Improvement Timeline

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

	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><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p><u>New Steering Team Member</u> (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>	
Jan 31	<p>Session 5: <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 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></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>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></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>