

School Improvement Plan - PL221 Version - 2008-2011

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Lyons Elementary School (2457)

White River Valley Sch Dist

Lyons, 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

Lyons Elementary School

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

- Indiana Student Achievement Institute
- PL221
- 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-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Brian Blackmore - Community Representative (Business)
- Laura File - Teacher
- Amy Jackson - Teacher (Media Specialist)
- Kurt Lentz - Administrator
- Matt McCammon - Parent/Guardian
- Dee Williams - Teacher

Strategy Chairs

- Betty Conklin
- Teresa Craig
- Angie Earle
- Michelle Emmons
- Amy Jackson
- Deborah Kean
- Kurt Lentz
- Robert Montgomery
- Linda Mowery
- Debra Poole

Community Council

- Terri Ashcraft - Para-professional
- George Corbin - Independent Contractor
- Teresa Craig - Accountant
- Gerald DeVore - Pastor
- Angie Earle - Nurse's Aide
- Lonnie Emmons - Welder
- Michelle Emmons - Para-Professional
- Linda Fish
- Linda Floyd - Teacher
- Karen Hueby - Nurse
- Amy Jackson - Para-Professional
- Deborah Kean - Academic Advisor
- Jerry Kennedy - General Labor
- Matt McCammon - Teacher
- Robert Montgomery - Instructor
- Gina Moreno - Business Owner
- Judy Norman - Vender
- Darla & Randy Padgett - Administrator
- Scott Powers - Dentist
- Diann Puckett - Secretary
- Cynthia Ragle - Higher Ed. Adm.
- Shelly Resler - Para-Professional
- Diane Rodriguez - Tutor
- Irene Skomp - Para-Professional

- Stephanie Sparks - Business Owner
- Sandy Townsend - Cook
- Brent Waggoner - Government Employee
- Susan Waggoner - Media Specialist
- Joyce Wakefield - Nurse
- Nicole Walters - Teacher
- Mike Williams - Accountant
- Karen Yehl - Para-Professional

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 safe, nurturing environment which is free of intimidation, violence, and disruption. We believe that all students deserve an educational program which affords parents the opportunity to become actively involved in their children's education, and encourages parents to express support for their children's academic progress. We believe that all students deserve to be challenged to achieve their fullest potential while receiving instructional accommodations which address individual differences and learning styles. We believe that all students deserve the opportunity to become motivated, life-long learners who value knowledge. We believe that all students deserve a rigorous curriculum which satisfies the state mandated "academic standards" and is relevant to social behavior, problem-solving, and employability.

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

All adults in our community are living by these core convictions daily, and as a result, show the following attitudes and actions. Teachers and community resource people work as a team to develop career awareness and the acquisition of necessary job skills. Parents play an active role in the educational process. Parents are familiar with curricular requirements and help teachers guide their children through their educational program. Parents, students, and teachers work together to create an individualized/personalized educational plan. Individual educational programs are based upon a rigorous curriculum, yet the challenge and content of each objective is stimulating and rewarding. Parents, students, and teachers meet regularly to discuss student progress and modify goals and objectives. Parents and students daily assess academic progress and attendance through use of the Harmony Program and other on-line technologies. Adults, as role models, instruct and guide students as they form acceptable behavioral characteristics. Adults encourage and highly value each student's education. Adults provide the students with a safe, caring, and non-threatening educational environment which is conducive to learning. Teachers are highly skilled professionals who have a positive, enthusiastic attitude toward their responsibilities and roles as educators. Teachers will teach students to use higher-level thought processes to resolve real-world issues. Teachers will teach students how to effectively research a topic and draw accurate conclusions.

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

In this environment, where all adults are living by their core convictions, students are eager and ready to learn. They are competent communicators who express themselves well both in written and verbal form. All students possess higher-level thinking skills; capitalizing upon the collection and processing of pertinent information which improves the overall quality of their lives and expands their career choices. Students are highly self-motivated individuals who use positive core values and self-determined visions to establish personal goals. All students are responsible citizens who exhibit self-control and a sense of social obligation. All students take pride in their accomplishments and their membership in a highly successful educational institution.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who pass All ISTEP tests: 100%
- % of students who are Special Needs students and pass All ISTEP tests: 100%
- % of students who are At-Risk students and pass All ISTEP tests: 100%
- % of students who earning promotion to next grade level: 100%
- % of students who : %
- % of students who : %
- % of students who : %
- % of students who : %
- % of students who : %
- % of students who : %
- % of students who : %

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	
73.0%	65.9%	73%	75.6%	76%		79%		82%		85%		100%

3rd Grade - % Passing ISTEP Language

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%	73%	80%	68%	75%	76%	78%		81%		84%		100

3rd Grade - % Passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	71%	85%	90%	93%	92%	96%		98%		99%		100

6 Grade - % Mastering 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	
62%	65%	68%	78%	81%	73%	84%		87%		90%		100

6 Grade - % Mastering Number Sense

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	
62%	68%	68%	73%	75%	76%	78%		81%		84%		100

6 Grade - % Mastering Problem Solving

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	
67%	59%	67%	76%	78%	69%	81%		84%		87%		100

6 Grade Participating In Lunch Program - 6 Grade Pass ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%	56%	64%	67%	70%	67%	73%		76%		79%		100

6th Grade - % of Students Passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61%	68%	70%	78%	75%	70	78%		81%		84%		100

6th Grade - % Passing ISTEP Language

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	
76%	59%	76%	68%	79%	74%	82%		85%		88%		100

All ISTEP Tested Grades for Language Arts - ISTEP Average Percent Pass

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	
76%	69%	76.0%	71%	79%		82%		85%		88%		100%

All ISTEP Tested Grades for Math - ISTEP Average Percent Pass

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	
74%	70%	74%	80%	83%		86%		89%		92%		100%

Grade 6 - Reading Vocabulary

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	
N/A	59%	N/A	68%	N/A	76%	79%		82%		85%		100%

Grade 6 - Writing Process

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	
N/A	N/A	N/A	66%	N/A	73%	76%		79%		82%		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: J. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS (R. Right-to-Know)

Expectations: 13% of grade 4 F/R lunch students do not know if they will pass ISTEP Assessment: 30% of parents do not agree that their child's teacher provides them with weekly feedback regarding their child's progress in class Guidance: 46% of grade 6 students do not agree with the statement, "I will compete for jobs with students from other countries."

Concern: K. ATTRACT HIGHLY QUALIFIED TEACHERS

Assessment: 30% of parents do not agree that their child's teacher provides them with weekly feedback regarding their child's progress in class

Concern: L. EARLY CHILDHOOD ASSISTANCE

Expectations: 40% of the faculty does not expect almost all of their students to pass ISTEP Environment: 50% of community members do not agree that community members are available to tutor students when they need help Environment: 57% of grade 2 students do not agree that they feel safe at school. 28% of grade 4 F/R lunch students do not agree that they feel safe at school

Concern: M. ASSESSMENT RESULTS TO PARENTS

Assessment: 30% of parents do not agree that their child's teacher provides them with weekly feedback regarding their child's progress in class

Concern: U. TARGETED ASSISTANCE (O. Extended Learning Activities)

Expectations: 13% of grade 4 F/R lunch students do not know if they will pass ISTEP Instruction: 23% of grade 6 & 8 students do not agree that they turn in their homework almost every day Environment: 50% of community members do not agree that community members are available to tutor students when they need help Instruction: 54% of grade 5 & 8 students do not agree that they are sometimes allowed to work with other students in the classroom Extra Time: 21% of grade K students do not agree students that they have enough time to finish their work

Concern: S. School-Parent Compact

Requirement for Title 1 certification.

Concern: R. Parent Right-to-Know Letter

Requirement for Title 1 certification.

Concern: T. Annual Parent Meeting

Requirement for Title 1 certification

Concern: V. Peer Review for SIP

Requirement for Title 1 certification

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

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

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

J - Instruction by Highly Qualified Teachers (Right-to-Know)

WRV Corporation "Highly Qualified Teacher" Policy insures that only highly qualified teachers with full certification, a bachelor's degree, and demonstrates competence in subject knowledge and teaching skills are hired. A Title 1 approved right-to-know letter will be included in each student's handbook. This letter assures parents that all currently employed teachers are highly qualified, and if their child should receive instruction, for four or more consecutive weeks, from a teacher who is not highly qualified the parents will be notified by the school. All students will receive a handbook the first day of their enrolment. Parents will sign and return the acknowledgement portion of the front page of the Student Handbook.

K - Attract Highly Qualified Teachers

WRV Lyons Elementary School will attract and employ "Highly Qualified Teachers" by utilizing the following policy. Teacher vacancies will be posted with the numerous universities located within our locale. These postings will advertise for highly qualified teachers who possess or are eligible for an Indiana teaching license in the instructional area of the existing vacancy. Only applicants meeting this criterion will advance to the second level of the interview process. The second level involves the contacting of references to determine the degree of competence/aptitude in subject knowledge and teaching skill. The third level entails in-depth interviews by the building principal and the superintendent. The final level requires that the selected applicant provide proof of full certification, by the state of Indiana, before being recommended to the WRV school board for employment.

L - Early Childhood Assistance (Kindergarten Round-Up)

The Greene County Special Education Cooperative administrates/implements the early childhood services for all at-risk children, ages 3-6, who reside within the WRVL's attendance area. Services are coordinated with Headstart, pre-schools, etc. to produce smooth transitions, proper placements, and academic tracking. (Kindergarten Round-Up) School personnel and parents meet to share background information, expectations, and procedures. Kindergarten Round-up will occur annually on the second Friday of April at WRV Lyons Elementary School. This enrollment period will begin at 12:00 A.M. and conclude at 2:00 P.M.

M - Assessment Results to Parents

ISTEP+ Student Report(s) will be sent home with students shortly after WRVL receives them. Parents are encouraged to schedule an appointment with their child's teacher to discuss test scores and their relationships to Indiana Academic Standards. The teacher and parent will also discuss educational objectives to be met by the school, follow-up activities for the parents to implement at home, techniques for establishing and maintaining good study skills and learning environment at home, eligibility for remediation services, etc.

O. (Tutoring & Reinforcement Intervention/Targeted Assistance - Jumpstart - #3)

In August, grades 2-6 at-risk students will be offered the opportunity to participate in a daily two (2) hour sessions. These sessions will offer practice on the Lang. Arts & Mathematics skills to be tested on the September 2008 ISTEP+ test. Students will remain at school on specified days to meet with instructor and instructor's aide. Incentives will be given away as an inducement to attend these sessions.

O. (Tutoring & Reinforcement Intervention/Targeted Assistance - Summer Packet - #2)

At the end of the school year, At-Risk students will be given a packet of materials (at grade level) to work on at home. Every two (2) weeks through the end of July the students will check in at school on a specified day to meet with instructor and instructor's aide. Students will turn in the completed packet and receive the next packet of materials. In addition, 2nd grade at-risk students will also be encouraged to participate in this summer packet program. Incentives will be provided as an encouragement to attend.

W - Extra Time & Extra Help Activities

WRV Lyons Elementary will continue to offer after school mini tutoring sessions during the spring and fall semesters. A Math and Reading tutor will provide extra instruction to At-Risk students in small group settings throughout the school day. Language Arts academic skill levels (K-4) will be assessed with DIBELS and then individual instructional adjustments will be made. Teachers and para-professionals will provide extra instructional assistance to students, during recess time and free/study periods, to help with homework and strengthen deficiencies in essential skills. Drill and reinforcement activities for language arts and math will be provided to all students during weekly visits to the school's computer lab.

Required Strategies

A. Parent Involvement

Parents will be urged to utilize Harmony, an administrative software program, to monitor their child's attendance, academic progress, classroom assignment information, etc. This service will be made available to parents via the internet. Parents will be given opportunity to participate in parent-teacher conferences, Meet the Teacher Night, Progress Reports, Honor Roll Family Skate Night, and InSAI school improvement sessions are incorporated into our educational program. Parents are informed of upcoming activities/events by means of Harmony, e-mails, WRV's web site, weekly newsletters, telephone conversations, and/or U.S. Postal Service.

B. Technology Coordination: (Accelerated Math & Reading)

An annual plan for purchasing technology/software which will be used as a learning tool for all students ranging in ability levels from the academically challenged to the exceptional learner. Software purchase will primarily focus on Accelerated Math/Reading. Effort incentives will be awarded, by classroom teachers, to students meeting predetermined criteria. These incentives will reward and motivate students to continue to achieve. This will be done thru the use of coupons, gift certificates, age appropriate activities, and any other incentives chosen by faculty committee. Teacher, parents, and students will monitor academic progress through observation of progress reports (every four weeks), report cards (every nine weeks), and daily reports on Harmony. Students will be encouraged to utilize the Accelerated Reading program a minimum four times weekly and the Accelerated Math program a minimum of twice weekly.

C. Safe and Disciplined Learning Environment: (Character Development Program)

Students will meet monthly for 30-40 minutes, students will participate in activities related to values, goals, honesty, conflicts, responsibility and caring.

D. Attendance: (School Verifies Attendance)

Parents will notify school when students are absent (i.e. telephone call, note, message with sibling). If not contacted, school will attempt to contact the parent.

G1. Exceptional Learners - Gifted: (Accelerated Math & Reading)

WRV Lyons endeavors to academically challenge our gifted learners. Accelerated math and reading programs are utilized to promote the acquisition of advanced, individual skills in mathematics and language arts. The primary objective of this strategy is to encourage gifted students to progress and acquire skills as rapidly as they wish. They are not impeded by instructional units designed to address the needs of the average student. Exceptional learners are provided access to these learning tools in the school's computer lab and within each classroom. Effort incentives will be given to students meeting predetermined criteria. These incentives will reward and motivate students to continue to achieve. This will be done thru the use of coupons, gift certificates, age appropriate activities, and any other incentives chosen by faculty committee. Teacher, parents, and students will monitor academic progress on a regular basis. Students will be encouraged to utilize the Accelerated Reading program a minimum four times weekly and the Accelerated Math program a minimum of twice weekly.

G2. Exceptional Learners - Special Education: (Accelerated Math & Reading)

WRV Lyons endeavors to academically challenge our special needs learners. The Skills Tutor program and the Accelerated Math and Reading programs are utilized to promote the remediation and reinforcement of individual deficiencies in basic mathematics and/or language arts skill levels. The primary objective of this strategy is to provide the extra time and extra help our special needs students require to keep pace with their classmates. Special needs learners are provided access to these learning tools in the school's computer lab and within each classroom. Effort incentives will be given to students meeting predetermined criteria. These incentives will reward and motivate students to continue to achieve. This will be done thru the use of coupons, gift certificates, age appropriate activities, and any other incentives chosen by faculty committee. Teacher, parents, and students will monitor academic progress on a regular basis. Students will be encouraged utilize the Skills Tutor, the Accelerated Math and Accelerated Reading programs a minimum of three sessions weekly.

H. Cultural Competency

Grades 4-6 students will be given the opportunity to visit various aspects of the Mexican culture. Throughout the school year our students will familiarize themselves with such aspects as the distinctive music and art forms (presented in Art & Music class), foods, influences/effects upon the American culture and economy, diversity of life styles and social classes, related current events, etc. (presented through: classroom instruction, selected readings from library, caf  menu selections, community resource people). Students will also analyze and evaluate the reason many local jobs have moved to Mexico, and the correlation between academic achievement and the prerequisite skills required to enter post-secondary training for careers that are anticipated to be available when students enter the workforce.

I. Focused Instruction / Curriculum: Language Arts Skill Development

K-6 Teachers will implement "Simple Six" writing techniques to all students within their classrooms three days a week. Simple Six instruction will supplement classroom instruction and specifically address each student's areas of weakness and master essential language skills. Special ed. students and slow "Response to Intervention"(RTI)students will be assigned activities appropriate to their disability.

I. Focused Instruction / Curriculum: Math "Skills Tutor" for Special Needs Students

Special education students who did not meet ISTEP requirements in math will receive supplemental Skills Tutoring instruction three times a week. Skills Tutor is a computerized software program which is specifically designed to address each student's areas of weakness and master essential math skills.

N. Parent Notice of "School in Improvement": (School Choice Notification)

Prior to the beginning of each school year, all parents at WRV Lyons will be mailed a Title 1 approved School Choice Notification letter. Parents may elect to send their children WRV Worthington Elementary for the forth coming school year.

O. Extended Learning Activities: (Tutoring & Reinforcement Intervention/Targeted Assistance #1)

At-Risk students (F/R Lunch & Sp. Ed. students) who failed ISTEP+ (grades 3-6) will be offered after-school tutoring. Tutoring will be available from 3:00 p.m. until 4:00 p.m. Sessions will meet three (3) days per week. Assistance will focus upon Language Arts & Mathematics. Students participating in these programs will be pre-tested & post-tested using the STAR Reading and STAR Math tests to assess the success of the intervention. Incentives will be given away as an inducement to attend these sessions. Tutoring services will be provided by the special needs teacher and the special needs para-professional.

P. Teacher Mentoring Program

All beginning teachers will participate in the corporation approved Teacher-Mentoring Program. At the beginning of each classroom teacher's first year of hire, a trained mentor will be assigned to help provide an orderly, personalized transition from pre-service preparation to the initial teaching experience . . . and increase the likelihood that beginning teachers will continue in the teaching profession as productive and competent professional teachers. All teachers will receive the services of the resource specialist employed by WRVL to specifically address our sagging at-risk students' ISTEP+ scores. Our resource specialist will provide our instructional staff with assistance in areas such as student diagnostics, assisting staff obtain professional development training, collaboration/sharing of instructional knowledge between staff members, assist with implementation of educational plans, demonstrate instructional methods and techniques, assist with instructional planning for individual students who fail to master Indiana Academic Standards, etc. The primary focus of our resource specialist is to trouble shoot problem areas/areas of concern, and to help implement solutions which promote efficient/effective classroom instruction.

Q. School-Parent Involvement Policy

Each year, the School-Parent Involvement Policy will be reviewed and amended, as needed, during our Annual Parent Meeting. The School-Parent Involvement Policy will be provided to the parents of each Title 1 child enrolled at WRV LYONS School annually. Parents will continue to be informed of the responsibilities and the academic progress of WRV Lyons Elementary, the LEA, and the SEA through informational packets distributed at the time of enrollment, weekly classroom & school newsletters, notes to parents, telephone calls, conferences, etc.

R. Parent Right-to-Know Letter

WRV Corporation "Highly Qualified Teacher" Policy insures that only highly qualified teachers with full certification, a bachelor's degree, and demonstrates competence in subject knowledge and teaching skills are hired. A Title 1 approved right-to-know letter will be included in each student's handbook. This letter assures parents that all currently employed teachers are highly qualified, and if their child should receive instruction, for four or more consecutive weeks, from a teacher who is not highly

qualified the parents will be notified by the school. All students will receive a handbook the first day of their enrolment. Parents will sign and return the acknowledgement portion of the front page of the Student Handbook.

S. School-Parent Compact: (Responsibilities of School, LEA, & SEA)

Each year, the School-Parent Compact will be reviewed and amended, as needed, during our Annual Parent Meeting. The School-Parent Compact will be included in the WRV Lyons Parent/School-Title 1 Handbook. The School-Parent Compact will outline the responsibilities for parents, students, and WRV LYONS staff for improved student achievement for all students. The School-Parent Compact will be provided TO the parents of each Title 1 child enrolled at WRV LYONS School annually. IAS will be distributed to each child in the fall of each school year. All parents will be informed of scheduled SIP meetings and strongly encouraged to play an active role in improvement of our educational program.

T. Annual Parent Meeting

During the first month of school, parents and families will meet in the Remedial Reading room for the Title I annual parent meeting. Discussion items at this meeting include: Title I Improvement status, instructional programs, curriculum, assessments, student achievement data, parent involvement policy, school-parent compact and communication. Parents and Title 1 reps. will review the current School-Parent Involvement Policy and School-Parent Compact to determine if revisions are required. Also, during this meeting officers are elected, forth coming Title 1 events/activities discussed, Policy Guidelines reviewed and amended as needed, services provided by Title 1 and WRVL discussed, parents are informed of resources available to them, various parental involvement activities discussed, parents are informed how they can participate in the school improvement process, etc. Parents are encouraged to play an active role in educational process of their children.

V. Peer Review for SIP

WRV Lyons has been identified as a school in improvement. As a result, our school improvement plan will be developed in consultation with parents, school staff, the LEA, and a partnership with WRV Worthington Elementary school personnel. In May of the current school year, the WRV Worthington team will review our School Improvement Plan to insure that it contains the ten mandated components. The Worthington team will make suggestions and assist WRV Lyons throughout the school year as it analyzes data and constructs a school improvement plan for the forth coming school year.

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

Professional Development Activity	Funding	Activity Purpose
<i>Workshop: Review/Question-Answer Session</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Questions, concerns, and other data will be submitted by individual staff members to the task team. The task team will review all submissions bi-monthly. The Team will review the nature of each submission to determine whether individual, small group or whole group assistance is required. The team will also ascertain the appropriate person(s) to provide requested technical assistance and establish times and dates assistance will occur. May 15, 2008: Task groups discuss possible methods of increasing effectiveness -- Steering Team August 16, 2008: Meet with individual teachers to answer questions -- Mowery September 2, 2008: Major concerns addressed to Rhonda Brewer/Sandi Brown -- McCammon September 16, 2008: Meet with individual teachers to answer questions -- Mowery October 16, 2008: Meet with individual teachers to answer questions -- Mowery November 16, 2008: Meet with individual teachers to answer questions -- Mowery December 16, 2008: Meet with individual teachers to answer questions -- Mowery January 16, 2009: Meet with individual teachers to answer questions -- Mowery February 16, 2009: Meet with individual teachers to answer questions -- Mowery March 16, 2009: Meet with individual teachers to answer questions -- Mowery April 16, 2009: Meet with individual teachers to answer questions -- Mowery May 15, 2009: Task groups discuss possible methods of increasing effectiveness -- Steering Team	Teachers Administrators Parents Community Members	Talk to Presentation/Workshop

I. Focused Instruction / Curriculum: Language Arts Skill Development

Professional Development Activity	Funding	Activity Purpose
<i>Kay Davidson -Speaker - Next Stage</i>	Source: Title 1 Amount: \$6000.00 +/-	Information
Brief Description	Intended Participants	Activity Format
Simple Six writing techniques were introduced to our K-6 staff in Feb. '08. Kay will present the next stage of the program to the staff and answer questions which may have arisen during initial implementation.	Teachers Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Response To Intervention Training and Implementation</i>	Source: Title 1 Amount: \$6000.00 +/-	Information
Brief Description	Intended Participants	Activity Format
RTI is an action mandated by the state and federal government. A plan designed to assist slow students that might not qualify for special ed. services, but are struggling with regular classroom instruction. This strategy will provide slow students with individual language arts instruction.	Teachers Administrators Other	Presentation/Workshop

I. Focused Instruction / Curriculum: Math "Skills Tutor" for Special Needs Students

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

O. Extended Learning Activities: (Tutoring & Reinforcement Intervention/Targeted Assistance #1)

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Peer Review</i>	Source: N/A Amount: \$0.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Staff members who voluntarily visit educational sites, of special interest/programs related to instructional concerns at WRVL, will bring gathered data to monthly meetings and share findings with colleagues. Also, selected professional readings will be made available to staff members. Readings will cover a wide range of current educational topics which may impact the professional workday. These readings will result in informal, monthly discussions during lunch hour, prep. periods, and other times of convenience. September 9, 2008: Discuss areas of concern and possible solutions -- Kean September 20, 2008: Share innovative instructional ideas -- Kean September 25, 2008: Collect & analyze student achievement data -- Kean October 18, 2008: Share innovative instructional ideas -- Kean November 14, 2008: Share innovative instructional ideas -- Kean December 20, 2008: Share innovative instructional ideas -- Kean January 17, 2009: Share innovative instructional ideas -- Kean February 14, 2009: Share innovative instructional ideas -- Kean March 21, 2009: Share innovative instructional ideas -- Kean April 18, 2009: Share innovative instructional ideas -- Kean May 16, 2009: Share innovative instructional ideas -- Kean	Teachers Administrators Parents Community Members Students Other	Talk to Study Group Peer Coaching

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: J. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS (R. Right-to-Know)

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- J - Instruction by Highly Qualified Teachers (Right-to-Know)
- R. Parent Right-to-Know Letter

Concern: K. ATTRACT HIGHLY QUALIFIED TEACHERS

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- K - Attract Highly Qualified Teachers

Concern: L. EARLY CHILDHOOD ASSISTANCE

Data Targets Influenced by This Concern:

- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math

Strategies to Impact This Concern:

- L - Early Childhood Assistance (Kindergarten Round-Up)

Concern: M. ASSESSMENT RESULTS TO PARENTS

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- M - Assessment Results to Parents

Concern: U. TARGETED ASSISTANCE (O. Extended Learning Activities)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Math
- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math
- Grade 6 -- Writing Process

Strategies to Impact This Concern:

- O. (Tutoring & Reinforcement Intervention/Targeted Assistance - Jumpstart - #3)
- O. (Tutoring & Reinforcement Intervention/Targeted Assistance - Summer Packet - #2)
- O. Extended Learning Activities: (Tutoring & Reinforcement Intervention/Targeted Assistance #1)

Concern: S. School-Parent Compact

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- S. School-Parent Compact: (Responsibilities of School, LEA, & SEA)

Concern: R. Parent Right-to-Know Letter

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

Concern: T. Annual Parent Meeting

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- T. Annual Parent Meeting

Concern: V. Peer Review for SIP

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- V. Peer Review for SIP

Required Areas of Concern

A. Parent Involvement (PL221, NCLB)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 6 Grade -- % Mastering Computation
- 6 Grade -- % Mastering Number Sense
- Grade 6 -- Reading Vocabulary

Strategies to Impact This Concern:

- B. Technology Coordination: (Accelerated Math & Reading)

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- Grade 6 -- Reading Vocabulary

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: (Character Development Program)

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- D. Attendance: (School Verifies Attendance)

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- 6th Grade -- % of Students Passing ISTEP Math

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: (Accelerated Math & Reading)

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 6 Grade -- % Mastering Computation
- 6 Grade -- % Mastering Problem Solving
- Grade 6 -- Reading Vocabulary

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: (Accelerated Math & Reading)

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- H. Cultural Competency

I. Focused Instruction / Curriculum (NCLB)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Math
- 6th Grade -- % Passing ISTEP Language
- Grade 6 -- Reading Vocabulary
- Grade 6 -- Writing Process

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Math "Skills Tutor" for Special Needs Students
- I. Focused Instruction / Curriculum: Language Arts Skill Development

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

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- 6 Grade -- % Mastering Computation
- Grade 6 -- Writing Process

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement": (School Choice Notification)

O. Extended Learning Activities (NCLB)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Math
- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math
- Grade 6 -- Writing Process

Strategies to Impact This Concern:

- O. (Tutoring & Reinforcement Intervention/Targeted Assistance - Jumpstart - #3)
- O. (Tutoring & Reinforcement Intervention/Targeted Assistance - Summer Packet - #2)
- W - Extra Time & Extra Help Activities
- O. Extended Learning Activities: (Tutoring & Reinforcement Intervention/Targeted Assistance #1)

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- 6 Grade -- % Mastering Number Sense
- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math

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:	School office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	No. ISTEP is given to grades 3-6. DIBELS is given to all grades.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	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.

Extended Learning Activities

May 20, 2008: Post & hire instructional positions

Person: Lentz

Activity: Develop Plans for After-School Program

Aug 1, 2008: Notify parents of mileage reimbursement

Person: Conklin

Activity: Motivating Parents & Students to Participate in Program

Aug 19, 2008: Identify qualified students

Person: Emmons

Activity: Develop Plans for After-School Program

Aug 25, 2008: Notify parents & students of incentives to be offered

Person: Conklin

Activity: Motivating Parents & Students to Participate in Program

Aug 28, 2008: Telephone, e-mail, and/or send home flyer & permission slip

Person: Conklin

Activity: Develop Plans for After-School Program

Sep 1, 2008: Locate and/or order materials

Person: Conklin

Activity: Develop Plans for After-School Program

Sep 1, 2008: Notify parents of mileage reimbursement

Person: Conklin

Activity: Motivating Parents & Students to Participate in Program

Sep 2, 2008: Pre-test students

Person: Conklin

Activity: Develop Plans for After-School Program

Sep 3, 2008: Analyze data & create groups

Person: Conklin

Activity: Develop Plans for After-School Program

Sep 24, 2008: Conduct classes & award incentives

Person: Conklin & Emmons

Activity: Develop Plans for After-School Program

Sep 24, 2008: Reassessments

Person: Conklin & Emmons

Activity: Develop Plans for After-School Program

Sep 25, 2008: Notify parents & students of incentives earned

Person: Conklin

Activity: Motivating Parents & Students to Participate in Program

Sep 28, 2008: Telephone, e-mail, and/or send home flyer & permission slip

Person: Conklin

Activity: Develop Plans for After-School Program

- Oct 1, 2008:** Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Oct 23, 2008:** Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Oct 24, 2008:** Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Oct 24, 2008:** Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Oct 28, 2008:** Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program
- Nov 1, 2008:** Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Nov 24, 2008:** Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Nov 24, 2008:** Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Nov 26, 2008:** Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Nov 28, 2008:** Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program
- Dec 1, 2008:** Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Dec 24, 2008:** Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Dec 24, 2008:** Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Dec 25, 2008:** Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Dec 28, 2008:** Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program

Jan 1, 2009: Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Jan 22, 2009: Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Jan 24, 2009: Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Jan 24, 2009: Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Jan 28, 2009: Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program

Feb 1, 2009: Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Feb 24, 2009: Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Feb 24, 2009: Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Feb 26, 2009: Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Feb 28, 2009: Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program

Mar 1, 2009: Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Mar 24, 2009: Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Mar 24, 2009: Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Mar 26, 2009: Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Mar 28, 2009: Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program

Apr 1, 2009: Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Apr 23, 2009: Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Apr 24, 2009: Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Apr 24, 2009: Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Apr 28, 2009: Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program

May 1, 2009: Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

May 4, 2009: Post-Test administered & data analyzed
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

May 24, 2009: Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

May 24, 2009: Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

May 28, 2009: Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program

May 28, 2009: Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Jun 1, 2009: Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

Jun 24, 2009: Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Jun 24, 2009: Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Jun 25, 2009: Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program

- Jun 28, 2009:** Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program
- Jul 1, 2009:** Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Jul 23, 2009:** Notify parents & students of incentives earned
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Jul 24, 2009:** Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Jul 24, 2009:** Reassessments
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Jul 28, 2009:** Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program
- Aug 1, 2009:** Notify parents of mileage reimbursement
Person: Conklin
Activity: Motivating Parents & Students to Participate in Program
- Aug 24, 2009:** Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program
- Aug 28, 2009:** Telephone, e-mail, and/or send home flyer & permission slip
Person: Conklin
Activity: Develop Plans for After-School Program
- Sep 24, 2009:** Conduct classes & award incentives
Person: Conklin & Emmons
Activity: Develop Plans for After-School Program

Focused Instruction / Curriculum

- , 2005:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Apr 8, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Apr 15, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Apr 22, 2008:** Level II - The 15 Day Crunch
Person: Lentz
Activity: Kay Davidson -Speaker - Next Stage
- Apr 22, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Apr 29, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

May 1, 2008: Purchase "Skills Tutor" for grade [NEW] 5 & 6 special ed. students
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

May 6, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

May 13, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

May 20, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

May 27, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jun 3, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jun 10, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jun 17, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jun 24, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jul 1, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jul 8, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jul 15, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jul 22, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jul 29, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

- Aug 5, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Aug 12, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Aug 19, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Aug 26, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Sep 1, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Sep 2, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Sep 2, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 8, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Sep 9, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Sep 9, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 15, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Sep 16, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Sep 16, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 22, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Sep 23, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

- Sep 23, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 29, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Sep 30, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Sep 30, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Oct , 2008:** Follow-up: Next Level
Person: Lentz
Activity: Kay Davidson -Speaker - Next Stage
- Oct 6, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Oct 7, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Oct 7, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 13, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Oct 14, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Oct 14, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 20, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Oct 21, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Oct 21, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 27, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Oct 28, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Oct 28, 2008: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Nov 3, 2008: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Nov 4, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Nov 4, 2008: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Nov 10, 2008: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Nov 11, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Nov 11, 2008: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Nov 17, 2008: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Nov 18, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Nov 18, 2008: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Nov 24, 2008: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Nov 25, 2008: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Nov 25, 2008: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Dec 1, 2008: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

- Dec 2, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Dec 2, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 8, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Dec 9, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Dec 9, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 15, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Dec 16, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Dec 16, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 22, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Dec 23, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Dec 23, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 29, 2008:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Dec 30, 2008:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Dec 30, 2008:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Jan 5, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Jan 6, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jan 6, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Jan 12, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Jan 13, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jan 13, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Jan 19, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Jan 20, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jan 20, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Jan 26, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Jan 27, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Jan 27, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Feb , 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Feb , 2009: Identify weak Lang. arts students
Person: Teachers
Activity: Response To Intervention Implementation

Feb , 2009: Response To Intervention Workshop
Person: Lentz
Activity: Response To Intervention Training and Implementation

Feb 2, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Feb 3, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Feb 3, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Feb 9, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Feb 10, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Feb 10, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Feb 16, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Feb 17, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Feb 17, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Feb 23, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Feb 24, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Feb 24, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Mar 2, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Mar 3, 2009: Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation

Mar 3, 2009: Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction

Mar 9, 2009: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

- Mar 10, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Mar 10, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 16, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Mar 17, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Mar 17, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 23, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Mar 24, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Mar 24, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 30, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Mar 31, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Mar 31, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 6, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Apr 7, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Apr 7, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 13, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

- Apr 14, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Apr 14, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 20, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Apr 21, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Apr 21, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 27, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- Apr 28, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Response To Intervention Implementation
- Apr 28, 2009:** Schedule 3 periods each week for students to participate in Simple Six activity
Person: Teachers
Activity: Simple Six Instruction
- May 1, 2009:** Purchase "Skills Tutor" for grade [NEW] 5 & 6 special ed. students
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- May 4, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- May 11, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction
- May 18, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Skills Tutoring - Differentiated Instruction

Parent Involvement

- May 1, 2008:** Schedule date for conferences
Person: lentz
Activity: Parent - Teacher Conferences
- May 15, 2008:** Schedule date
Person: Lentz
Activity: Meet Your Teacher Night
- May 15, 2008:** Task groups discuss possible methods of increasing effectiveness
Person: Steering Team
Activity: Workshop: Review/Question-Answer Session

- Aug 10, 2008:** Publicity - notify newspapers, send notices home, etc.
Person: Puckett
Activity: Meet Your Teacher Night
- Aug 12, 2008:** Refresh/instruct staff on procedure for sending progress report/e-mails
Person: Mowery
Activity: Teachers e-mail progress reports and school information to parents
- Aug 15, 2008:** Distribute application forms
Person: Puckett
Activity: Parent Registration in Harmony Program
- Aug 15, 2008:** Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports
- Aug 15, 2008:** Inform staff and parents of all new procedures
Person: Lentz
Activity: Teachers e-mail progress reports and school information to parents
- Aug 16, 2008:** Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session
- Aug 17, 2008:** Send invitation letters to parents
Person: Pucket
Activity: Parents' Question and Answer In-service
- Aug 21, 2008:** Classroom preparation introduce/welcome parents and students to expectations of the coming school year
Person: Teachers
Activity: Meet Your Teacher Night
- Aug 21, 2008:** Collect parent applications
Person: Puckett
Activity: Parent Registration in Harmony Program
- Aug 21, 2008:** Schedule date for in-service/meet the teacher night
Person: Lentz
Activity: Parents' Question and Answer In-service
- Aug 23, 2008:** Assign parent password for access to Harmony website
Person: Brown
Activity: Parent Registration in Harmony Program
- Aug 24, 2008:** Allow parents to log on to Harmony to view their child's records
Person: Mowery
Activity: Parents' Question and Answer In-service
- Sep 2, 2008:** Major concerns addressed to Rhonda Brewer/Sandi Brown
Person: McCammon
Activity: Workshop: Review/Question-Answer Session
- Sep 10, 2008:** Poll parents, collect and discuss feedback in study group to determine means to improve effectiveness of Harmony
Person: Lentz
Activity: Collect first semester/trimester follow up data
- Sep 15, 2008:** E-mail progress reports
Person: Teachers
Activity: Progress Reports

- Sep 15, 2008:** Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports
- Sep 15, 2008:** Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports
- Sep 15, 2008:** Send reminders on daily announcements to teachers to e-mail reports/information
Person: Puckett
Activity: Teachers e-mail progress reports and school information to parents
- Sep 15, 2008:** Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Sep 15, 2008:** Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Sep 15, 2008:** Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Sep 16, 2008:** Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session
- Sep 25, 2008:** Inform parents of PTC's as an upcoming event
Person: Pucket
Activity: Parent - Teacher Conferences
- Sep 27, 2008:** Determine eligible households failing to register
Person: Teachers
Activity: Parents Unmotivated to Participate in Harmony Program
- Oct 1, 2008:** Initiate contact by phone, letter, in-person, etc.
Person: Lentz
Activity: Parents Unmotivated to Participate in Harmony Program
- Oct 1, 2008:** Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service
- Oct 5, 2008:** Letter to parents w/request form regarding most convenient time for conference
Person: Teachers
Activity: Parent - Teacher Conferences
- Oct 12, 2008:** Designate times for individual conferences
Person: Teachers
Activity: Parent - Teacher Conferences
- Oct 15, 2008:** E-mail progress reports
Person: Teachers
Activity: Progress Reports
- Oct 15, 2008:** Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports

- Oct 15, 2008:** Parents will complete "discussion" survey and return to classroom teacher
Person: Lentz
Activity: Progress Reports
- Oct 15, 2008:** Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports
- Oct 15, 2008:** Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Oct 15, 2008:** Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Oct 15, 2008:** Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Oct 16, 2008:** Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session
- Oct 20, 2008:** Tally "discussion" survey results and record on website
Person: Lentz
Activity: Progress Reports
- Nov 4, 2008:** Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service
- Nov 10, 2008:** Tabulate and analyze survey results
Person: Lentz
Activity: Collect first semester/trimester follow up data
- Nov 15, 2008:** E-mail progress reports
Person: Teachers
Activity: Progress Reports
- Nov 15, 2008:** Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports
- Nov 15, 2008:** Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports
- Nov 15, 2008:** Send reminders on daily announcements to teachers to e-mail reports/information
Person: Puckett
Activity: Teachers e-mail progress reports and school information to parents
- Nov 15, 2008:** Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Nov 15, 2008:** Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Nov 15, 2008: Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Nov 16, 2008: Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session

Dec 3, 2008: Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service

Dec 15, 2008: E-mail progress reports
Person: Teachers
Activity: Progress Reports

Dec 15, 2008: Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports

Dec 15, 2008: Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports

Dec 15, 2008: Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Dec 15, 2008: Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Dec 15, 2008: Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Dec 16, 2008: Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session

Dec 31, 2008: Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service

Jan 15, 2009: E-mail progress reports
Person: Teachers
Activity: Progress Reports

Jan 15, 2009: Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports

Jan 15, 2009: Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports

Jan 15, 2009: Send reminders on daily announcements to teachers to e-mail reports/information
Person: Puckett
Activity: Teachers e-mail progress reports and school information to parents

Jan 15, 2009: Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Jan 15, 2009: Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Jan 15, 2009: Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Jan 16, 2009: Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session

Feb 4, 2009: Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service

Feb 15, 2009: E-mail progress reports
Person: Teachers
Activity: Progress Reports

Feb 15, 2009: Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports

Feb 15, 2009: Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports

Feb 15, 2009: Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Feb 15, 2009: Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Feb 15, 2009: Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

Feb 16, 2009: Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session

Mar 4, 2009: Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service

Mar 15, 2009: E-mail progress reports
Person: Teachers
Activity: Progress Reports

Mar 15, 2009: Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports

- Mar 15, 2009:** Parents will complete "discussion" survey and return to classroom teacher
Person: Lentz
Activity: Progress Reports
- Mar 15, 2009:** Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports
- Mar 15, 2009:** Send reminders on daily announcements to teachers to e-mail reports/information
Person: Puckett
Activity: Teachers e-mail progress reports and school information to parents
- Mar 15, 2009:** Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Mar 15, 2009:** Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Mar 15, 2009:** Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Mar 16, 2009:** Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session
- Mar 18, 2009:** Tabulate and analyze survey results
Person: Lentz
Activity: Collect final semester/trimester follow up data
- Mar 20, 2009:** Tally "discussion" survey results and record on website
Person: Lentz
Activity: Progress Reports
- Apr 8, 2009:** Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service
- Apr 15, 2009:** E-mail progress reports
Person: Teachers
Activity: Progress Reports
- Apr 15, 2009:** Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports
- Apr 15, 2009:** Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports
- Apr 15, 2009:** Send reminders on daily announcements to teachers to e-mail reports/information
Person: Puckett
Activity: Teachers e-mail progress reports and school information to parents
- Apr 15, 2009:** Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)

- Apr 15, 2009:** Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Apr 15, 2009:** Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- Apr 16, 2009:** Meet with individual teachers to answer questions
Person: Mowery
Activity: Workshop: Review/Question-Answer Session
- May 6, 2009:** Monitor effectiveness of exercise by tracking number of hits on Harmony
Person: Lentz
Activity: Parents' Question and Answer In-service
- May 15, 2009:** Parents make comments, sign, and return
Person: Parents
Activity: Progress Reports
- May 15, 2009:** Print Progress Reports and send home with students
Person: Teachers
Activity: Progress Reports
- May 15, 2009:** Classroom news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- May 15, 2009:** Individual student news
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- May 15, 2009:** Reminders of major projects, assignments, etc.
Person: Staff
Activity: Various Forms of Information (events, student progress, letters of attendance, disciplinary concerns)
- May 15, 2009:** Task groups discuss possible methods of increasing effectiveness
Person: Steering Team
Activity: Workshop: Review/Question-Answer Session
- May 28, 2009:** Implement changes suggested by study group
Person: Lentz
Activity: Collect final semester/trimester follow up data

Teacher Mentoring Program

- Aug 1, 2008:** Determine local & state requirements of the IMAP (2002)
Person: Lentz
Activity: Beginning Teacher Internship
- Aug 6, 2008:** (AT) Collect & analyze student achievement data
Person: Resource Specialist
Activity: ALL Teachers & Resource Specialist
- Aug 7, 2008:** Check new teacher's credentials (before hiring)
Person: Lentz
Activity: Beginning Teacher Internship
- Aug 8, 2008:** Hire new teacher
Person: Lentz
Activity: Beginning Teacher Internship

- Aug 9, 2008:** Select licensed mentor & determine type of mentor program
Person: Lentz
Activity: Beginning Teacher Internship
- Aug 12, 2008:** Conduct orientation conference
Person: Lentz
Activity: Beginning Teacher Internship
- Aug 18, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Aug 19, 2008:** (AT) Assist with designing & implementing remedial instruction for at-risk students during school day
Person: Resource Specialist
Activity: ALL Teachers & Resource Specialist
- Aug 20, 2008:** (AT) meet informally with teachers to discuss instructional support needs
Person: Resource Specialist
Activity: ALL Teachers & Resource Specialist
- Aug 25, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 1, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 8, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 9, 2008:** Discuss areas of concern and possible solutions
Person: Kean
Activity: Peer Review
- Sep 10, 2008:** Submit enrollment form to IPSB
Person: Lentz
Activity: Beginning Teacher Internship
- Sep 10, 2008:** Meet only as need dictates
Person: Resource Specialist
Activity: Lack of Time
- Sep 13, 2008:** Informal Teacher Survey Poll - determine how well needs are being addressed
Person: Kean
Activity: Collect first semester/trimester follow up data
- Sep 14, 2008:** Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship
- Sep 15, 2008:** (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers & Resource Specialist
- Sep 15, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

- Sep 16, 2008:** Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time
- Sep 16, 2008:** RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time
- Sep 20, 2008:** (AT) Assist with procurement of resource materials & people as requested by teachers
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist
- Sep 20, 2008:** Share innovative instructional ideas
Person: Kean
Activity: Peer Review
- Sep 21, 2008:** (AT) Meet with individual students to discuss achievement and possible instructional changes which might create a more effective/efficient learning environment
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist
- Sep 22, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 25, 2008:** Colect & analyze student achievement data
Person: Kean
Activity: Peer Review
- Sep 29, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 6, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 8, 2008:** Review components of portfolio assessment, review Framework for Evaluation, and complete Portfolio Class Profile Form (2002)
Person: Lentz
Activity: Beginning Teacher Internship
- Oct 12, 2008:** Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship
- Oct 13, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 15, 2008:** (AT) Summarize achievement data & discuss with principal possible instructional changes to strengthen areas of weakness
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist
- Oct 16, 2008:** Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time
- Oct 18, 2008:** (AT) Discuss with teachers needs for professional development & make recommendations to principal
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist

- Oct 18, 2008:** Share innovative instructional ideas
Person: Kean
Activity: Peer Review
- Oct 20, 2008:** (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist
- Oct 20, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 21, 2008:** (AT) Become familiar with neighboring schoolsâ innovative/successful instructional methods, techniques, etc. and share this information with WRVL teachers
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist
- Oct 21, 2008:** RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time
- Oct 27, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 1, 2008:** Incorporate IAS into instructional units
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 2, 2008:** Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship
- Nov 2, 2008:** Practice videotaping lessons and distribute videotape notification forms to parents (2002)
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 3, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 10, 2008:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 14, 2008:** Share innovative instructional ideas
Person: Kean
Activity: Peer Review
- Nov 16, 2008:** (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist
- Nov 16, 2008:** Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship
- Nov 16, 2008:** Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time

Nov 17, 2008: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Nov 17, 2008: RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time

Nov 24, 2008: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Dec 1, 2008: Begin planning sequence of lessons which demonstrate requirements in portfolio and revisit Framework for Evaluation (2002)
Person: Mentor
Activity: Beginning Teacher Internship

Dec 1, 2008: Describe context of teaching, range of learners in classroom, and design inquiry-based lesson (2002)
Person: Mentor
Activity: Beginning Teacher Internship

Dec 1, 2008: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Dec 8, 2008: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Dec 14, 2008: Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship

Dec 15, 2008: (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers & Resource Specialist

Dec 15, 2008: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Dec 16, 2008: Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time

Dec 16, 2008: RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time

Dec 20, 2008: Share innovative instructional ideas
Person: Kean
Activity: Peer Review

Jan 5, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Jan 8, 2009: Select instructional unit, students to highlight, distribute video consent forms, and begin profiling students (2002)
Person: Begin. Teacher
Activity: Beginning Teacher Internship

Jan 8, 2009: Select instructional unit, students to highlight, distribute video consent forms, and begin profiling students (2002)
Person: Begin. Teacher
Activity: Beginning Teacher Internship

Jan 11, 2009: Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship

Jan 12, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Jan 13, 2009: (AT) Become familiar with neighboring schools's innovative/successful instructional methods, techniques, etc. and share this information with WRVL teachers
Person: Resource Specialist
Activity: ALL Teachers & Resource Specialist

Jan 13, 2009: RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time

Jan 15, 2009: Profile in classroom (2002)
Person: Lentz
Activity: Beginning Teacher Internship

Jan 15, 2009: Profile in classroom (2002)
Person: Lentz
Activity: Beginning Teacher Internship

Jan 16, 2009: Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time

Jan 17, 2009: Share innovative instructional ideas
Person: Kean
Activity: Peer Review

Jan 19, 2009: (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers & Resource Specialist

Jan 19, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Jan 26, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Feb 2, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Feb 2, 2009: Videotape segment of a lesson and write reflective commentary (2002)
Person: Lentz
Activity: Beginning Teacher Internship

Feb 3, 2009: Begin video taping, collect student work, and write reflective commentary (2002)
Person: Begin. Teacher
Activity: Beginning Teacher Internship

Feb 9, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Feb 14, 2009: Share innovative instructional ideas
Person: Kean
Activity: Peer Review

Feb 15, 2009: Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship

Feb 16, 2009: (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist

Feb 16, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Feb 16, 2009: Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time

Feb 17, 2009: RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time

Feb 23, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Mar 2, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Mar 9, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Mar 10, 2009: (AT) Become familiar with neighboring schoolsâ innovative/successful instructional methods, techniques, etc. and share this information with WRVL teachers
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist

Mar 14, 2009: Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship

Mar 16, 2009: (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist

Mar 16, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Mar 16, 2009: Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time

Mar 17, 2009: RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time

Mar 21, 2009: Share innovative instructional ideas
Person: Kean
Activity: Peer Review

Apr 5, 2009: Review performance draft and complete final check of portfolio requirements (2002)
Person: Begin. Teacher
Activity: Beginning Teacher Internship

Apr 6, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Apr 12, 2009: Informal administrator observation
Person: Lentz
Activity: Beginning Teacher Internship

Apr 13, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Apr 15, 2009: Review performance-base assessments & instruments and describe roles of assessment (2002)
Person: Lentz
Activity: Beginning Teacher Internship

Apr 15, 2009: Review individual teacher's class schedule for next school year to set aside blocks of time
Person: Lentz
Activity: Lack of Time

Apr 16, 2009: Meetings scheduled during lunch & preps
Person: Resource Specialist
Activity: Lack of Time

Apr 18, 2009: Share innovative instructional ideas
Person: Kean
Activity: Peer Review

Apr 20, 2009: (AT) Small group discussion - sharing of ideas and identification of concerns
Person: Resource Specialist
Activity: ALL Teachers â Resource Specialist

Apr 20, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Apr 21, 2009: RS may assist w/implementations during instructional time
Person: Resource Specialist
Activity: Lack of Time

Apr 27, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

May 4, 2009: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

May 10, 2009: Formal administrative evaluation

Person: Lentz

Activity: Beginning Teacher Internship

May 10, 2009: Informal Teacher Survey Poll - consider program modifications for forth coming school year

Person: Kean

Activity: Collect final semester/trimester follow up data

May 11, 2009: Mentor observations

Person: Mentor

Activity: Beginning Teacher Internship

May 15, 2009: Inventory Checklist to IPSB â if program successfully completed

Person: Lentz

Activity: Beginning Teacher Internship

May 16, 2009: Meetings scheduled during lunch & preps

Person: Resource Specialist

Activity: Lack of Time

May 16, 2009: Share innovative instructional ideas

Person: Kean

Activity: Peer Review

May 20, 2009: Submit original & copy of portfolio to IPSB (2002)

Person: Begin. Teacher

Activity: Beginning Teacher Internship

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	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>