

School Improvement Plan - PL221 Version - 2009-2012

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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
- Schools in Improvement (NCLB)

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-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 - Parent/Guardian
- Kurt Lentz - Administrator
- Matt McCammon - Parent/Guardian
- Nicole Walters - Teacher

Strategy Chairs

- Betty Conklin
- Michelle Emmons
- Deborah Kean
- Kurt Lentz
- Linda Mowery
- Debra Poole
- Diann Puckett

Community Council

- Terri Ashcraft - Para-professional
- George Corbin - Independent Contractor
- Teresa Craig - Accountant
- Gerald DeVore - Pastor
- Angie Earle - Nurse's Aide
- Michelle Emmons - Para-Professional
- Linda Fish
- Linda Floyd - Teacher
- Tabitha Hert - Para-Professional
- Amy Jackson - Para-Professional
- David Jones - Military Non-Com
- Deborah Kean - Academic Advisor
- Matt McCammon - Teacher
- Robert Montgomery - Instructor
- Gina Moreno - Business Owner
- Judy Norman - Vender
- Darla & Randy Padgett - Administrator
- Scott Powers - Dentist
- Diann Puckett - Secretary
- Shelly Resler - Para-Professional
- Diane Rodriguez - Tutor
- Irene Skomp - Para-Professional
- Sandy Townsend - Cook
- Susan Waggoner - Media Specialist
- Joyce Wakefield - Nurse
- Nicole Walters - Teacher
- Dee Williams - Instructor

- 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%

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.

3rd Grade - % Passing ISTEP Language

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	68%	75%	76%	78%	77%	81%		84%		86%		100

3rd Grade - % Passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	90%	93%	92%	96%	91%	94%		96%		98%		100

6 Grade - % Mastering Computation

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68%	78%	81%	73%	84%	84%	87%		90%		93%		100

6 Grade - % Mastering Number Sense

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68%	73%	75%	76%	78%	84%	81%		84%		87%		100

6 Grade - % Mastering Problem Solving

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67%	76%	78%	69%	81%	81%	84%		87%		90%		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%	67%	70%	67%	73%	65%	76%		79%		82%		100

6th Grade - % of Students Passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	78%	75%	70	78%	82%	81%		84%		87%		100

6th Grade - % Passing ISTEP Language

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	68%	79%	74%	82%	79%	85%		88%		91%		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76.0%	71%	79%	72%	82%	76%	85%		88%		91%		100%

All ISTEP Tested Grades for Math - ISTEP Average Percent Pass

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	80%	83%	76%	86%	87%	89%		92%		95%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	75.6%	76%	73%	79%	80.8%	82%		85%		88%		100%

Grade 6 - Reading Vocabulary

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	68%	N/A	76%	79%	73%	82%		85%		88%		100%

Grade 6 - Writing Process

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	66%	N/A	73%	76%	73%	79%		82%		85%		100%

Special Education Students passing ISTEP Math on AYP Results - All Special Ed.Students Tested for ISTEP Math - Avg. % Passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	46.3%	N/A	42.2%	48%	55%	52%		56%		60%		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: 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

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

U. Focused Student Group

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 posting teacher vacancies 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.

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.

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 —

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, forthcoming 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.

W - Timely Additional Assistance —

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: Harmony —

Parents will be urged to utilize Harmony, an administrative software program, to monitor their child's attendance, academic progress, classroom assignment information, communicate with the school. This service will be made available to parents through the internet. Harmony, via e-mail, may be utilized to inform parents of such things as upcoming activities/events, suggestions for increasing parent-student-teacher (team) involvement in the educational process, and a continuous appraisal of their child's performance. Parents unfamiliar with the operation and/or procedure of accessing Harmony will be given a mini tutorial. Parents who do not have the internet at home will be coached as to other possible means of achieving access to Harmony (i.e. libraries, neighbors, work, after-hours school's computer lab, inexpensive internet plans, etc.).

F. Encourage Rigorous Curriculum: S.P.L.A.S.H. —

S. P. L. A. S. H. (Students Pushing Learning & Academic Success Higher) SPLASH is designed to promote the increased level of student achievement in a rigorous curriculum for math, and language arts. Students qualify for incentives by: attaining an A and maintaining that A from one grading period to the next or by raising their grade one whole letter grade in math or language arts.

I. Focused Academic Area: 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 Academic Area: 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 - 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 forthcoming school year.

O. Extended Learning Activities: SES —

WRV Lyons Elementary School offers all free and reduced students, who have failed to meet AYP expectations, the opportunity to participate in Supplemental Educational Services. A SES fair will take place the second week of school to give parents the opportunity to meet with SES providers and preview the program each provider has to offer. Upon selection of an approved provider, parents will be notified as to the date and time of sessions, instructional staff, rules of operation, etc. The school will act as liaison between parent and provider to assure smooth implementation of service. Students who participate in this service will greatly increase the quantity of instructional time available to them. These students will be allowed to access on-line services before school, after school, on weekends, snow days, and holidays.

P. Teacher Mentoring Program —

All beginning teachers will participate in the corporation/state 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. Also, all teachers in grades K-6, along with specialty teachers and paraprofessionals, will meet on a regular basis to mentor and collaborate with one another regarding all professional issues (i.e. curriculum, discipline, academic standards, lesson planning, sharing materials that engage students in critical thinking and practice, and model lessons that foster higher level thinking skills). Teachers working in a partnership with one another will be afforded the opportunity to share professional strengths and experiences in a formal and informal setting.

U. Focused Student Group: 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. This strategy is the same as strategy "I" Focused Academic Area: Language Arts Skill Development.

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

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

A. Parent Involvement: Harmony

No professional development is needed for this strategy.

I. Focused Academic Area: Language Arts Skill Development

No professional development is needed for this strategy.

I. Focused Academic Area: Math "Skills Tutor" for Special Needs Students

No professional development is needed for this strategy.

O. Extended Learning Activities: SES

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Mathematics Advancement Partnership Project (MAPP)</i>	Source: MAPP Grant Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Monthly training sessions will be available to all teachers. Lead teacher will share newly acquired skills with all teachers. These skills will focus upon increasing individual teacher’s knowledge of math and emphasize effective instructional techniques, etc.	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Develop Common Planning Time</i>	Source: Amount: \$0.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will collaborate within grade level teams weekly. This collaboration will provide a fresh lesson ideas and differentiated strategies that allow students to explore challenging math concepts and encourages a positive math culture within classrooms.	Teachers	Study Group Collaborative Problem Solving

U. Focused Student Group: Language Arts Skill Development

No professional development is needed for this strategy.

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: 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)

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: 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:

- Q - School-Parent Involvement Policy
- S - School-Parent Compact

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

Required Areas of Concern

A. Parent Involvement (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: Harmony

F. Encourage Rigorous Curriculum (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
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: S.P.L.A.S.H.

I. Focused Academic Area (PL221, 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 Academic Area: Math "Skills Tutor" for Special Needs Students
- I. Focused Academic Area: Language Arts Skill Development

N. Parent Notice - 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 - 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:

- W - Timely Additional Assistance
- O. Extended Learning Activities: SES

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

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 6 Grade -- % Mastering Problem Solving
- 6th Grade -- % of Students Passing ISTEP Math
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

- Special Education Students passing ISTEP Math on AYP Results -- All Special Ed.Students Tested for ISTEP Math - Avg. % Passing

Strategies to Impact This Concern:

- W - Timely Additional Assistance
- U. Focused Student Group: Language Arts Skill Development

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+:	ISTEP: grades 3-6 DIBELS: K-4	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	N/A	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Extended Learning Activities

- ✓ , **2009:** Facilitate implementation of SES
Person: Sloan/Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- ✓ , **2009:** Monitor Student participation & academic progress
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- ✓ , **2009:** Sign Contract with Provider(s)
Person: Sloan
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 1, 2009:** Contact SES Providers
Person: Sloan
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 15, 2009:** Contact parents of eligible students - answer questions and assist with completion of application
Person: Lentz
Activity: Collect first semester/trimester follow up data
- Aug 15, 2009:** Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 16, 2009:** Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 27, 2009:** Ask SES vendors to make list of interested parents
Person: Lentz
Activity: Collect baseline data
- Aug 27, 2009:** Establish date for Meet Your Teacher Night
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 27, 2009:** Provide SES Fair Site
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 28, 2009:** Assist Parents with choice of Provider
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 28, 2009:** Collaborate with parents
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Aug 28, 2009:** Distribute Applications for SES services
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

- Sep 1, 2009:** Time Management - Help select SES which matches w/ parent's and student's schedule
Person: Lentz
Activity: Relieve Parental Anxiety
- Sep 1, 2009:** Transportation - assist with car pooling, arranging for tutor to go to homes, etc.
Person: Lentz
Activity: Relieve Parental Anxiety
- Sep 6, 2009:** Collect Applications for SES services
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Sep 19, 2009:** Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Sep 20, 2009:** Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Sep 25, 2009:** Assist Parents with choice of Provider
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Sep 25, 2009:** Distribute Applications for SES services
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Oct 1, 2009:** Transportation - assist with car pooling, arranging for tutor to go to homes, etc.
Person: Lentz
Activity: Relieve Parental Anxiety
- Oct 4, 2009:** Collect Applications for SES services
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Oct 17, 2009:** Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Oct 18, 2009:** Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Oct 23, 2009:** Assist Parents with choice of Provider
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Oct 23, 2009:** Distribute Applications for SES services
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Nov 1, 2009:** Collect Applications for SES services
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students
- Nov 1, 2009:** Transportation - assist with car pooling, arranging for tutor to go to homes, etc.
Person: Lentz
Activity: Relieve Parental Anxiety

Nov 15, 2009: Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Nov 21, 2009: Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Nov 27, 2009: Assist Parents with choice of Provider
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Nov 27, 2009: Distribute Applications for SES services
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Dec 1, 2009: Transportation â assist with car pooling, arranging for tutor to go to homes, etc.
Person: Lentz
Activity: Relieve Parental Anxiety

Dec 6, 2009: Collect Applications for SES services
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Dec 15, 2009: Count number of parents who enrolled students in SES program
Person: Lentz
Activity: Collect first semester/trimester follow up data

Dec 18, 2009: Collaborate with parents
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Dec 19, 2009: Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Dec 20, 2009: Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Dec 25, 2009: Assist Parents with choice of Provider
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Dec 25, 2009: Distribute Applications for SES services
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Jan 1, 2010: Transportation â assist with car pooling, arranging for tutor to go to homes, etc.
Person: Lentz
Activity: Relieve Parental Anxiety

Jan 3, 2010: Collect Applications for SES services
Person: Lentz
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Jan 15, 2010: Contact parents of eligible students - answer questions and assist with completion of application
Person: Lentz
Activity: Collect final semester/trimester follow up data

Jan 16, 2010: Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Jan 17, 2010: Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Feb 1, 2010: Transportation â assist with car pooling, arranging for tutor to go to homes, etc.
Person: Lentz
Activity: Relieve Parental Anxiety

Feb 20, 2010: Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Feb 21, 2010: Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Mar 20, 2010: Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Mar 21, 2010: Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Apr 17, 2010: Determine eligible students
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

Apr 18, 2010: Notify parents of Eligibility
Person: Craig
Activity: Encourage/Assist parents to acquire extra help for eligible At-Risk students

May 1, 2010: Count number of parents who enrolled students in SES program
Person: Lentz
Activity: Collect final semester/trimester follow up data

Focused Academic Area

May 1, 2009: Purchase "Skills Tutor" slots
Person: Sloan
Activity: Differentiated Instruction - Skills Tutoring

Aug 15, 2009: Identify special needs students not making AYP Math
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Sep 1, 2009: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Sep 1, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Sep 2, 2009: Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

- Sep 8, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Sep 8, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Sep 10, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 10, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Sep 15, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Sep 15, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Sep 17, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 22, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Sep 22, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Sep 24, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 29, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Sep 29, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Oct 1, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 6, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Oct 6, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

- Oct 8, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 13, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Oct 13, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Oct 15, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 20, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Oct 20, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Oct 22, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 27, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Oct 27, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Oct 29, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Nov 3, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Nov 3, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Nov 4, 2009:** Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Nov 5, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Nov 10, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

- Nov 10, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction - RTI
- Nov 12, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Nov 12, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction - RTI
- Nov 17, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Nov 17, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction - RTI
- Nov 19, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Nov 24, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Nov 24, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction - RTI
- Nov 26, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 1, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Dec 1, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction - RTI
- Dec 3, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 8, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Dec 8, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction - RTI
- Dec 10, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

- Dec 15, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Dec 15, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Dec 17, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 22, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Dec 22, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Dec 24, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Dec 29, 2009:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Dec 29, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Dec 31, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Jan 5, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Jan 5, 2010:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Jan 6, 2010:** Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Jan 7, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Jan 12, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Jan 12, 2010:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

Jan 14, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Jan 14, 2010: Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Jan 19, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Jan 19, 2010: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Jan 21, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Jan 26, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Jan 26, 2010: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Jan 28, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Feb 2, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Feb 2, 2010: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Feb 4, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Feb 9, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Feb 9, 2010: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Feb 11, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Feb 16, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Feb 16, 2010: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

Feb 18, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Feb 23, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Feb 23, 2010: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

Feb 25, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Mar 2, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Mar 2, 2010: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

Mar 4, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Mar 9, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Mar 9, 2010: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

Mar 10, 2010: Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

Mar 11, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Mar 16, 2010: Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring

Mar 16, 2010: Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

Mar 18, 2010: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

- Mar 18, 2010:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 23, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Mar 23, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 25, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 30, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Mar 30, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Apr 1, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 6, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Apr 6, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Apr 8, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 13, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Apr 13, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Apr 15, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 20, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Apr 20, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

- Apr 22, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 27, 2010:** Schedule 3 period each week for students to use the "Skills Tutor" program
Person: Conklin
Activity: Differentiated Instruction - Skills Tutoring
- Apr 27, 2010:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Apr 29, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- May 1, 2010:** Purchase "Skills Tutor" slots
Person: Sloan
Activity: Differentiated Instruction - Skills Tutoring

Focused Student Group

- Sep 1, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Sep 2, 2009:** Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Sep 8, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Sep 10, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 10, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Sep 15, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Sep 17, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 22, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Sep 24, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Sep 29, 2009:** Schedule 3 periods each week for students to use the "Skills Tutor" program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI

- Oct 1, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 6, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Oct 8, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 13, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Oct 15, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 20, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Oct 22, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Oct 27, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Oct 29, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Nov 3, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Nov 4, 2009:** Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Nov 5, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Nov 10, 2009:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Nov 12, 2009:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Nov 12, 2009:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Nov 17, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Nov 19, 2009: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Nov 24, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Nov 26, 2009: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Dec 1, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

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

Dec 8, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

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

Dec 15, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

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

Dec 22, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

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

Dec 29, 2009: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

Dec 31, 2009: Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Jan 5, 2010: Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

- Jan 6, 2010:** Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Jan 7, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Jan 12, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Jan 14, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Jan 14, 2010:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Jan 19, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Jan 21, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Jan 26, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Jan 28, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Feb 2, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Feb 4, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Feb 9, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Feb 11, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Feb 16, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Feb 18, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

- Feb 23, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Feb 25, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 2, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 4, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 9, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 10, 2010:** Identify weak Lang. Arts Students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 11, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 16, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 18, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 18, 2010:** Design and implement RTI plan for weak students
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 23, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Mar 25, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Mar 30, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI
- Apr 1, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 6, 2010:** Schedule 3 periods each week for students to use the âSkills Tutorâ program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction â RTI

- Apr 8, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 13, 2010:** Schedule 3 periods each week for students to use the Skills Tutor program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Apr 15, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 20, 2010:** Schedule 3 periods each week for students to use the Skills Tutor program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Apr 22, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction
- Apr 27, 2010:** Schedule 3 periods each week for students to use the Skills Tutor program
Person: Teachers
Activity: Skills Tutoring - Differentiated Instruction à RTI
- Apr 29, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity
Person: Teachers
Activity: Simple Six Instruction

Parent Involvement

- ✓ , **2009:** Late enrollees will be in-served a.s.a.p.
Person: Puckett
Activity: In-service for parents (use of Harmony)
- May 18, 2009:** Schedule date for in-service (meet the teacher night)
Person: Lentz
Activity: In-service for parents (use of Harmony)
- Aug 17, 2009:** Newsletters remind parents to take advantage of this service
Person: Puckett
Activity: Encourage parent Participation
- Aug 18, 2009:** Send letters of invitation to parents
Person: Puckett
Activity: In-service for parents (use of Harmony)
- Aug 18, 2009:** Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer lab, etc.
Person: Teachers
Activity: Some parents may not have internet at home
- Aug 20, 2009:** Distribute application forms
Person: Puckett
Activity: Parent registration in Harmony
- Aug 27, 2009:** Meet Your Teacher Night discuss importance of monitoring child's daily performance
Person: Teachers
Activity: Encourage parent Participation

Aug 27, 2009: Allow parents to log on to Harmony to view child's record

Person: Mentor

Activity: In-service for parents (use of Harmony)

Aug 27, 2009: Conduct in-service regarding mechanics of Harmony

Person: Mowery

Activity: In-service for parents (use of Harmony)

Aug 30, 2009: Collect parent applications

Person: Puckett

Activity: Parent registration in Harmony

Aug 31, 2009: Assign parent password so they can access Harmony

Person: Puckett

Activity: Parent registration in Harmony

Oct 19, 2009: Newsletters remind parents to take advantage of this service

Person: Puckett

Activity: Encourage parent Participation

Oct 20, 2009: Parent-Teacher Conferences discuss importance of monitoring child's daily performance

Person: Teachers

Activity: Encourage parent Participation

Oct 20, 2009: Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer lab, etc.

Person: Teachers

Activity: Some parents may not have internet at home

Dec 21, 2009: Newsletters remind parents to take advantage of this service

Person: Puckett

Activity: Encourage parent Participation

Dec 22, 2009: Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer lab, etc.

Person: Teachers

Activity: Some parents may not have internet at home

Feb 22, 2010: Newsletters remind parents to take advantage of this service

Person: Puckett

Activity: Encourage parent Participation

Feb 23, 2010: Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer lab, etc.

Person: Teachers

Activity: Some parents may not have internet at home

Teacher Mentoring Program

May 1, 2009: Discuss with teachers professional development needs

Person: Lentz

Activity: Mentoring ALL Teachers

Aug 1, 2009: Hire new teacher after checking credentials

Person: Lentz

Activity: Beginning Teacher Internship

Aug 10, 2009: Hire licensed mentor & determine type of mentor program
Hire licensed mentor & determine type of mentor program

Person: Wall

Activity: Beginning Teacher Internship

- Aug 15, 2009:** Conduct orientation conference
Person: Mentor/Lentz
Activity: Beginning Teacher Internship
- Aug 15, 2009:** Encourage teachers to volunteer to mentor, peer coach, and/or model in variety of areas and subjects (i.e. math, science, using computers, discipline, classroom procedures, etc.)
Person: Lentz
Activity: Mentoring ALL Teachers
- Aug 17, 2009:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Aug 20, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Aug 20, 2009:** Form grade level collaboration teams: K-3 & 4-6
Person: Lentz
Activity: Develop Common Planning Time
- Aug 20, 2009:** Set-up collaboration times
Person: Lentz
Activity: Develop Common Planning Time
- Aug 27, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 1, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Sep 1, 2009:** Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Sep 1, 2009:** Register new teacher and mentor teacher online with DOE
Person: Downey
Activity: Beginning Teacher Internship
- Sep 1, 2009:** Discuss formally areas of weakness and strategies for improvement
Person: Lentz
Activity: Develop Common Planning Time
- Sep 1, 2009:** Demonstrate and provide refresh lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Sep 1, 2009:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Sep 3, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 3, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

- Sep 8, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Sep 10, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 10, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Sep 15, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Sep 15, 2009:** Schedule meetings during lunch, before and after school, preps., etc.
Person: Teachers
Activity: Lack of Time
- Sep 17, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 17, 2009:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Sep 17, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Sep 20, 2009:** Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Sep 20, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Sep 20, 2009:** Collect and analyze student achievement data
Person: SIP Steering Team
Activity: Mentoring ALL Teachers
- Sep 22, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Sep 24, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Sep 24, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Sep 25, 2009:** Set schedule for math coach visits
Person: Lead Math Teacher
Activity: Lack of Time

- Sep 27, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Sep 29, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Sep 30, 2009:** Share innovative/successful instructional methods, techniques, etc. with colleagues
Person: Staff
Activity: Develop Common Planning Time
- Sep 30, 2009:** Provide electronic and printed data addressing areas of concern
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Sep 30, 2009:** Encourage discussion/collaboration of areas of concern
Person: SIP Steering Team
Activity: Mentoring ALL Teachers
- Oct 1, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 1, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 4, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Oct 6, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Oct 6, 2009:** Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Oct 6, 2009:** Demonstrate and provide âfreshâ lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 6, 2009:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 8, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 8, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 11, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers

- Oct 13, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Oct 15, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 15, 2009:** ICTM conference
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 15, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 17, 2009:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 18, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Oct 20, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Oct 20, 2009:** Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Oct 22, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 22, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Oct 25, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Oct 27, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Oct 29, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Oct 29, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 1, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers

- Nov 3, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Nov 3, 2009:** Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Nov 3, 2009:** Discuss formally areas of weakness and strategies for improvement
Person: Lentz
Activity: Develop Common Planning Time
- Nov 3, 2009:** Demonstrate and provide fresh lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 3, 2009:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 5, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 5, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 8, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Nov 10, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Nov 12, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 12, 2009:** Math coach visits classrooms to observe and make suggestions
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 15, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Nov 17, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Nov 17, 2009:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 19, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

- Nov 19, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 20, 2009:** Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Nov 22, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Nov 24, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Nov 26, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Nov 26, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Nov 29, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Dec 1, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Dec 1, 2009:** Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Dec 1, 2009:** Demonstrate and provide refresh lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Dec 1, 2009:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Dec 2, 2009:** Share innovative/successful instructional methods, techniques, etc. with colleagues
Person: Staff
Activity: Develop Common Planning Time
- Dec 2, 2009:** Provide electronic and printed data addressing areas of concern
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Dec 3, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Dec 3, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

- Dec 6, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Dec 8, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Dec 10, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Dec 10, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Dec 13, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Dec 15, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Dec 15, 2009:** Formal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Dec 15, 2009:** Survey teachers and compile data
Person: Lentz
Activity: Collect first semester/trimester follow up data
- Dec 17, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Dec 17, 2009:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Dec 17, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Dec 20, 2009:** Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Dec 20, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Dec 22, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Dec 24, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

- Dec 24, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Dec 27, 2009:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Dec 29, 2009:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Dec 31, 2009:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Dec 31, 2009:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Jan 3, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Jan 5, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Jan 5, 2010:** Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Jan 5, 2010:** Discuss formally areas of weakness and strategies for improvement
Person: Lentz
Activity: Develop Common Planning Time
- Jan 5, 2010:** Demonstrate and provide fresh lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Jan 5, 2010:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Jan 7, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Jan 7, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Jan 10, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Jan 12, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship

Jan 14, 2010: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Jan 14, 2010: Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

Jan 17, 2010: Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

Jan 17, 2010: Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers

Jan 19, 2010: Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship

Jan 20, 2010: Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time

Jan 21, 2010: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Jan 21, 2010: Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

Jan 24, 2010: Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers

Jan 26, 2010: Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship

Jan 28, 2010: Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship

Jan 28, 2010: Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

Jan 31, 2010: Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers

Feb 2, 2010: Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship

Feb 2, 2010: Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship

- Feb 2, 2010:** Demonstrate and provide âfreshâ lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Feb 2, 2010:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Feb 3, 2010:** Share innovative/successful instructional methods, techniques, etc. with colleagues
Person: Staff
Activity: Develop Common Planning Time
- Feb 3, 2010:** Provide electronic and printed data addressing areas of concern
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Feb 4, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Feb 4, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Feb 7, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Feb 9, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Feb 11, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Feb 11, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Feb 14, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Feb 16, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Feb 17, 2010:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Feb 18, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Feb 18, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

- Feb 20, 2010:** Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Feb 21, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Feb 23, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Feb 25, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Feb 25, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Feb 28, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Mar 2, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Mar 2, 2010:** Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Mar 2, 2010:** Demonstrate and provide âfreshâ lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Mar 2, 2010:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Mar 4, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Mar 4, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Mar 7, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Mar 9, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Mar 9, 2010:** Discuss formally areas of weakness and strategies for improvement
Person: Lentz
Activity: Develop Common Planning Time

- Mar 11, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Mar 11, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Mar 14, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Mar 16, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Mar 17, 2010:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Mar 18, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Mar 18, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Mar 20, 2010:** Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Mar 21, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Mar 23, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Mar 25, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Mar 25, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Mar 28, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Mar 30, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Apr 1, 2010:** Formal Observation
Person: Lentz
Activity: Beginning Teacher Internship

- Apr 1, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Apr 1, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Apr 4, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Apr 6, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Apr 6, 2010:** Informal Observation
Person: Lentz
Activity: Beginning Teacher Internship
- Apr 6, 2010:** Demonstrate and provide "fresh" lesson ideas and differentiated strategies that allow ALL students to explore math concepts that challenge students to think and communicate
Person: File
Activity: Mathematics Advancement Partnership Project (MAPP)
- Apr 6, 2010:** MAPP Sessions
Person: Lead Math Teacher
Activity: Mathematics Advancement Partnership Project (MAPP)
- Apr 7, 2010:** Provide electronic and printed data addressing areas of concern
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Apr 8, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Apr 8, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Apr 11, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Apr 13, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Apr 15, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Apr 15, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Apr 17, 2010:** Encourage, support, and train lead teachers for math mentoring role
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)

- Apr 18, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Apr 20, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Apr 20, 2010:** Assist with identification of possible resource people and materials, web sites, etc.
Person: Veteran Teachers/Lentz
Activity: Lack of Time
- Apr 22, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Apr 22, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- Apr 25, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- Apr 27, 2010:** Complete Task according to time-table provided by DOE
Person: Mentor/Mentee
Activity: Beginning Teacher Internship
- Apr 29, 2010:** Mentor observations
Person: Mentor
Activity: Beginning Teacher Internship
- Apr 29, 2010:** Math coach visits classrooms to observe teachers and provide feedback on lessons, tools, and assessments
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- May 1, 2010:** Survey teachers and compile data
Person: Lentz
Activity: Collect final semester/trimester follow up data
- May 1, 2010:** National Math Conference
Person: Rapacki
Activity: Mathematics Advancement Partnership Project (MAPP)
- May 1, 2010:** Discuss with teachers professional development needs
Person: Lentz
Activity: Mentoring ALL Teachers
- May 2, 2010:** Assist one another in procurement of resource materials & people needed to supplement classroom instruction
Person: Staff
Activity: Mentoring ALL Teachers
- May 12, 2010:** Brainstorm Session with teachers to determine interests and needs
Person: Lentz
Activity: Collect baseline data

Continuous Improvement Timeline

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