

## **School Improvement Plan - PL221 Version - 2008-2011**

**May 16, 2008 16:00:14**

### **Worthington Elementary School (2460)**

**White River Valley Sch Dist**

**Worthington, 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

Worthington 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

## **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](http://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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	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](http://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

- Debbie Bender - Community Representative (Business)
- Danielle Feltner - Community
- Jim Fuller - Parent/Guardian
- Kevin Keller - Administrator
- Susan Myers - Parent/Guardian
- Debbie Nolting - Teacher
- Debbie Pruett - Teacher
- Jill Staggs - Teacher

## Strategy Chairs

- Debbie Bender
- Kevin Keller
- Susan Myers
- Debbie Nolting
- Debbie Pruett
- Jill Staggs

## Community Council

- Debbie Bender - Secretary
- Jenny Crites - Bank Manager
- Glenn Cundiff - Retired Government Worker
- Danielle Feltner - Business Owner
- Eric Floyd - Policeman
- Andrea Fuller - Librarian
- Denise Green - Business Owner
- Vicki McHenry - Nurse
- Kelly Reel - Bank Teller
- Elizabeth White - Office Manager

# 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 to be surrounded by adults who believe in them and have high expectations for their success in school. We believe that all students deserve to be challenged, experience success in school and contribute as citizens of our community. We believe that all students deserve teachers who are good role models and implement a variety of teaching strategies that address individual differences to ensure student success. We believe all students needing extra help and time in order to experience success deserve to be given that extra time and help. We believe that every child deserves rich educational and career guidance in order to develop a positive self-image, personal management skills, productive team building skills, and a positive outlook toward working. We believe all students deserve parents and community members who value education and communicate high expectations to students.

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

1. All teachers, parents, and community members place a high value on education. They actively communicate these expectations to all students through several one-to-one discussions each year. To ensure that all students learn, adults provide a safe and nurturing environment. All teachers are excited about their jobs, are knowledgeable of current educational research and practices, and are prepared for every class. Teachers have omitted "watered down" content from their curriculum and instead, present content that is challenging accompanied by extra help and time for students who need extra support to experience success. Teachers use a variety of instructional and assessment methods to address many different learning styles. Teachers involve the students in research and problem-solving activities in which they can apply newly learned content. Adults provide instructional consequences when students misbehave rather than or in addition to punitive consequences. 2. Parents are actively involved with their children's education. They not only do volunteer work at school, but they have daily discussions with their children using a weekly discussion guide prepared by their teachers to compliment classroom learning. They also talk with their son's or daughter's teachers on a regular basis, providing support as mutually agreed upon. 3. The community works as an active partner with the school. Businesses sponsor field trips to their work site to allow students to observe workers in different career clusters and see how their school self-management skills will become workforce self-management skills.

## **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 have high expectation of themselves. All students are highly engaged in their learning. Students show strong self-management skills, arriving to school on time and turning in assignments prior to due date. They show strong listening skills and respectfully listen to the teacher and other students. Students demonstrate mastery of content in a variety of manners including exhibitions shown at school to the work place. All students accept challenges, show motivation, and put forth an admirable effort in their education. All students display appropriate behavior and accept responsibility for their actions. All students demonstrate good citizenship, high self-esteem, respect for fellow students and adults, and a joy for coming to school.

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

- % of students who are passing all classes:: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%
- % of students who are third graders and mastering ISTEP+: 100%
- % of students who are fourth graders and mastering ISTEP+: 100%
- % of students who are fifth graders and mastering ISTEP+: 100%
- % of students who are sixth graders and mastering ISTEP+: 100%

# Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	78	82	77	88	77	90		92		94		100

## 2nd grade free/reduced students - passing Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	91	92	91	93		94		95		97		100

## 3rd grade free/reduced students - on or above grade level in math based on results from the STAR Test

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	82	85	83	86		88		90		94		100

## 4th grade free/reduced students - on or above grade level in math based on results from the STAR Test

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	50	60	62	65		70		75		80		100

## 5th grade free/reduced students - passing Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	75	80	78	82		85		90		95		100

**6th grade free/reduced students - using problem solving skills in Math**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	92	95	94	96		97		98		99		100

**grades 1-3 title-one students - reading at or above grade level**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	92	95	94	96		97		98		99		100

**grades 4-6 free/reduced students - reading at or above grade level**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	71	75	78	78		80		85		90		100



# Areas of Concern

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

## Local Areas of Concern

## Required Areas of Concern

**A. Parent Involvement**

**B. Technology Coordination**

**C. Safe and Disciplined Learning Environment**

**D. Attendance**

**G1. Exceptional Learners - Gifted**

**G2. Exceptional Learners - Special Education**

**H. Cultural Competency**

# Strategies

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

## Required Strategies

### A. Parent Involvement: Annual Parent Involvement Meeting

A meeting will be held with all interested parents and Mr. Keller at the beginning of the school year in the cafeteria. This meeting will focus on the ways parents can be involved in school activities as well as how they can volunteer their time.

### A. Parent Involvement: Weekly Parent Newsletter

A weekly newsletter will be sent home with each student. Debbie Bender, school secretary in the front office, will prepare this to be sent home on Fridays.

### B. Technology Coordination: Create Elementary Computer Lab

Mr. Keller will arrange with the school board during the last school board meeting of the school year, for a computer lab to be continued at the elementary level. A computer instructor will teach basic computer knowledge and usage to students once a week, and the computer lab will be open for use by teachers and students three days a week.

### B. Technology Coordination: Expansion of Harmony, School Management Program

Administration and all teachers will use Harmony, a school management software program to create computerized permanent records at the end of each semester.

### C. Safe and Disciplined Learning Environment: School Safety

Severe weather, fire, and lockdowns drills will be conducted by all faculty/staff and students on a schedule set by administration. A full-time nurse will be provided to address health care needs of students during the school day. This strategy is shown as a full plan for the sole purpose of providing professional development to the school nurse.

### D. Attendance: Tracking Student Attendance

By using the Harmony Program all teachers will turn in absences by 9:00am daily, Pam Kirk will make contacts for any absences that need verification, and then she will mail 5 day, 7 day, and 10 day notices of unexcused absences monthly.

### G1. Exceptional Learners - Gifted: Accelerated Math

Teachers, in grades 3-6 will provide opportunity for gifted students to utilize the Accelerated Math program to challenge them to reach their greatest potential and motivate them to raise Math levels.

### G1. Exceptional Learners - Gifted: Accelerated Reader

Teachers will provide opportunity for gifted students to utilize the accelerated reading program in their classrooms to challenge them to reach their highest potential and motivate students to raise individual reading levels.

### G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction

Teachers will utilize multiple teaching strategies as well as types of assessment monthly in the classroom to meet the needs of all learners. Teachers will provide opportunities for gifted students to excel by giving challenging activities based on their individual levels and providing unique ways to assess each student's knowledge.

### G2. Exceptional Learners - Special Education: Inclusion of Special Needs

Inclusion of special needs students into their grade appropriate main-stream non-core classroom activities (Music, Art, PE, Library, Computers, class parties, and field trips) on a daily basis and inclusion of other special needs students into core-curricular classroom activities (all subject areas or select subject areas) on a daily basis utilizing special strategies and providing aides for those special needs students.

## **G2. Exceptional Learners - Special Education: Incorporating Differentiated Instruction**

Teachers will utilize multiple teaching strategies as well as types of assessment monthly in the classroom to meet the needs of all learners. Teachers will provide opportunities for special education students to excel by providing activities based on their individual levels and providing unique ways to assess each students knowledge. The full plan for this strategy is G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction.

## **H. Cultural Competency: Disabilities Awareness Fair**

Students in grades K-6 will attend an activities fair in October, in the school gymnasium, to gain respect and knowledge of several types of disabilities. This disabilities awareness fair will be prepared by the Cultural Competency Strategy Committee and feature guest speakers as well as stations with activities to educate the children on disabilities.

## Professional Development

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

### A. Parent Involvement: Annual Parent Involvement Meeting

No professional development is needed for this strategy.

### A. Parent Involvement: Weekly Parent Newsletter

Professional Development Activity	Funding	Activity Purpose
<i>hold a conference with new faculty/staff to inform them of newsletter and policies</i>	Source: Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Mr Keller will meet with new faculty and staff to go over newsletter policies.	Teachers Administrators	Talk to

### B. Technology Coordination: Expansion of Harmony, School Mangement Program

Professional Development Activity	Funding	Activity Purpose
<i>Harmony Training Session</i>	Source: DOE PD Grant Amount: \$500.00	Skill Building
Brief Description	Intended Participants	Activity Format
Linda Mowery will train teachers on new Harmony concepts	Teachers Administrators	Presentation/Workshop Study Group

### C. Safe and Disciplined Learning Environment: School Safety

Professional Development Activity	Funding	Activity Purpose
<i>Health Conference</i>	Source: DOE PD Grant Amount: \$200.00	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Nurse will attend conference	Other	Presentation/Workshop

## D. Attendance: Tracking Student Attendance

Professional Development Activity	Funding	Activity Purpose
<i>Inform teachers of attendance policies and procedures</i>	Source: Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Mr. Keller and school nurse will meet with teachers to review attendance policies and procedures.	Teachers Administrators	Talk to

## G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction

Professional Development Activity	Funding	Activity Purpose
<i>hold training session on differentiated instruction</i>	Source: DOE Professional Development Grant Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Jill Staggs will provide a training session on general information about differentiated instruction and how to use current materials to get started implementing the strategies	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Differentiated Instruction In-Service</i>	Source: Title I Amount: \$4572.00	Skill Building
Brief Description	Intended Participants	Activity Format
Bureau of Educational Research out of the University of Illinois will come to the building and provide training to teachers on incorporating differentiated instruction into their classroom.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>National Differentiated Instruction Conference</i>	Source: Title I Amount: \$4079.48	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Four Classroom teachers will travel to and attend the National conference on differentiated instruction	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Peer Coaching</i>	Source: DOE Professional Development Grant Amount: \$500.00	
Brief Description	Intended Participants	Activity Format
The four teachers that attend the national conference will provide peer coaching sessions to all other teachers in the building	Teachers	Peer Coaching

## **G2. Exceptional Learners - Special Education: Incorporating Differentiated Instruction**

No professional development is needed for this strategy.

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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### Required Areas of Concern

#### A. Parent Involvement (PL221)

##### Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level

##### Strategies to Impact This Concern:

- A. Parent Involvement: Annual Parent Involvement Meeting
- A. Parent Involvement: Weekly Parent Newsletter

#### B. Technology Coordination (PL221)

##### Data Targets Influenced by This Concern:

- 6th grade free/reduced students -- using problem solving skills in Math
- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

##### Strategies to Impact This Concern:

- B. Technology Coordination: Expansion of Harmony, School Mangement Program
- B. Technology Coordination: Create Elementary Computer Lab

#### C. Safe and Disciplined Learning Environment (PL221)

##### Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

##### Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: School Safety

#### D. Attendance (PL221)

##### Data Targets Influenced by This Concern:

- grades 4-6 free/reduced students -- reading at or above grade level

##### Strategies to Impact This Concern:

- D. Attendance: Tracking Student Attendance

## **G1. Exceptional Learners - Gifted (PL221)**

### **Data Targets Influenced by This Concern:**

- 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 4th grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 5th grade free/reduced students -- passing Math

### **Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction
- G1. Exceptional Learners - Gifted: Accelerated Reader
- G1. Exceptional Learners - Gifted: Accelerated Math

## **G2. Exceptional Learners - Special Education (PL221)**

### **Data Targets Influenced by This Concern:**

- 2nd grade free/reduced students -- passing Math

### **Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education: Incorporating Differentiated Instruction
- G2. Exceptional Learners - Special Education: Inclusion of Special Needs

## **H. Cultural Competency (PL221)**

### **Data Targets Influenced by This Concern:**

- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

### **Strategies to Impact This Concern:**

- H. Cultural Competency: Disabilities Awareness Fair



## Force Field Excerpt

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

Description and location of curriculum:	In Principal's Office on bookshelf	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	No, ISTEP is given to third grade through sixth grade	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

## To-Do List

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

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

## Attendance

**Aug 12, 2008:** Send home handbook

**Person:** Teachers

**Activity:** Inform Parents/Students of attendance policies and procedures

**Aug 12, 2008:** distribute teacher/student handbook to all teachers/staff

**Person:** Debbie Bender

**Activity:** Inform teachers of attendance policies and procedures

**Aug 12, 2008:** Train attendance coordinator on all attendance policies and procedures

**Person:** Kevin Keller

**Activity:** Inform teachers of attendance policies and procedures

**Aug 12, 2008:** Train attendance coordinator on the 5,7,10 day unexcused absence letters

**Person:** Kevin Keller

**Activity:** Inform teachers of attendance policies and procedures

**Aug 20, 2008:** Discuss attendance policies and procedures at annual parent meeting

**Person:** Kevin Keller

**Activity:** Inform Parents/Students of attendance policies and procedures

**Sep 1, 2008:** Record monthly unexcused absences

**Person:** Pam Kirk

**Activity:** Track Attendance

**Sep 2, 2008:** Send 5, 7, 10 day unexcused absence letters

**Person:** Pam Kirk

**Activity:** Track Attendance

## Exceptional Learners - Gifted

**May 1, 2008:** Schedule In-service with Bureau of Educational Research- University of Illinois

**Person:** Sharon Sloan

**Activity:** Differentiated Instruction In-Service

**May 15, 2008:** hold one-on-one conferences between resistant person and strategy chair person

**Person:** Jill Staggs

**Activity:** hold conferences

**Jul 20, 2008:** Attend differentiated instruction workshop

**Person:** Jill Staggs

**Activity:** Gather information differentiated instruction

**Jul 20, 2008:** Attend National Differentiated Instruction Conference in Las Vegas

**Person:** Jill Staggs, Sharon Slaon, Susan Myers, and Sabra Stoner

**Activity:** National Differentiated Instruction Conference

**Aug 1, 2008:** Set a date for meeting

**Person:** Jill Staggs

**Activity:** Plan differentiated instruction training session

- Aug 2, 2008:** Prepare sample lesson plans  
**Person:** Jill Staggs  
**Activity:** Plan differentiated instruction training session
- Aug 4, 2008:** Inform teachers of training session  
**Person:** Kevin Keller  
**Activity:** Plan differentiated instruction training session
- Aug 4, 2008:** Prepare powerpoint presentation  
**Person:** Jill Staggs  
**Activity:** Plan differentiated instruction training session
- Aug 11, 2008:** Conduct Training Session  
**Person:** Jill Staggs  
**Activity:** hold training session on differentiated instruction
- Aug 11, 2008:** Meeting of National conference Attendees to plan peer coaching sessions  
**Person:** Jill Staggs  
**Activity:** Peer Coaching
- Aug 11, 2008:** Arrange for a stipend  
**Person:** Kevin Keller  
**Activity:** Plan differentiated instruction training session
- Sep 3, 2008:** Conduct peer Coaching Sessions  
**Person:** Jill Staggs, Sharon Sloan Susan Myers, and Sabra Stoner  
**Activity:** Peer Coaching
- Sep 10, 2008:** Conduct In-Service  
**Person:** BER / Jill Staggs  
**Activity:** Differentiated Instruction In-Service
- Jan 6, 2009:** Collect first semester/trimester follow up data  
**Person:** Jill Staggs  
**Activity:** Collect first semester/trimester follow up data
- Jan 12, 2009:** hold one-on-one conferences between resistant person and strategy chair person  
**Person:** Jill Staggs  
**Activity:** hold conferences
- May 22, 2009:** Collect final semester/trimester follow up data  
**Person:** Jill Staggs  
**Activity:** Collect final semester/trimester follow up data

## Parent Involvement

- May 20, 2008:** calculate percentage of parents calling or expressing concerns of not being informed  
**Person:** Debbie Bender  
**Activity:** Collect baseline data
- Aug 1, 2008:** Schedule meeting  
**Person:** Kevin Keller  
**Activity:** Conduct Annual Parent Meeting
- Aug 1, 2008:** prepare a sample newsletter  
**Person:** Debbie Bender  
**Activity:** Information meeting on the newsletter for all staff members

**Aug 1, 2008:** set a date for the meeting  
**Person:** Kevin Keller  
**Activity:** Information meeting on the newsletter for all staff members

**Aug 11, 2008:** schedule individual meetings  
**Person:** Kevin Keller  
**Activity:** hold a conference with new faculty/staff to inform them of newsletter and policies

**Aug 11, 2008:** conduct an informative meeting  
**Person:** Kevin Keller  
**Activity:** Information meeting on the newsletter for all staff members

**Aug 12, 2008:** give a copy of sample newsletter to new staff  
**Person:** Kevin Keller  
**Activity:** hold a conference with new faculty/staff to inform them of newsletter and policies

**Aug 12, 2008:** meeting to inform faculty and staff  
**Person:** Kevin Keller  
**Activity:** Information Gathering

**Aug 12, 2008:** meeting to inform faculty and staff  
**Person:** Kevin Keller  
**Activity:** Information Gathering

**Aug 13, 2008:** conduct individual conferences  
**Person:** Kevin Keller  
**Activity:** hold a conference with new faculty/staff to inform them of newsletter and policies

**Aug 14, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Aug 14, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Aug 14, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Aug 15, 2008:** distribute newsletter to each student  
**Person:** all teachers  
**Activity:** Preparing weekly newsletter

**Aug 20, 2008:** Conduct Meeting  
**Person:** Kevin Keller  
**Activity:** Conduct Annual Parent Meeting

**Aug 21, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Aug 21, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Aug 21, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Aug 28, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Aug 28, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Aug 28, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Sep 4, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 4, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 4, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Sep 11, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 11, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 11, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Sep 18, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 18, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 18, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Sep 25, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 25, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Sep 25, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Sep 26, 2008:** prepare a list of faculty/staff not turning in a weekly activities list  
**Person:** Debbie Bender  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Oct 1, 2008:** meet with those not turning in list  
**Person:** Kevin Keller  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Oct 2, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 2, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 2, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Oct 9, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 9, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 9, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Oct 16, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 16, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 16, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Oct 23, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 23, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 23, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Oct 24, 2008:** prepare a list of faculty/staff not turning in a weekly activities list  
**Person:** Debbie Bender  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Oct 30, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 30, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Oct 30, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Nov 4, 2008:** meet with those not turning in list  
**Person:** Kevin Keller  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Nov 6, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 6, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 6, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Nov 13, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 13, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 13, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Nov 20, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 20, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 20, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Nov 27, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 27, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Nov 27, 2008:** prepare a list of faculty/staff not turning in a weekly activities list  
**Person:** Debbie Bender  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Nov 27, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Dec 3, 2008:** meet with those not turning in list  
**Person:** Kevin Keller  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Dec 4, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 4, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 4, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Dec 11, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 11, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 11, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Dec 18, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 18, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 18, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Dec 25, 2008:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 25, 2008:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Dec 25, 2008:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter



**Dec 26, 2008:** prepare a list of faculty/staff not turning in a weekly activities list  
**Person:** Debbie Bender  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Dec 31, 2008:** meet with those not turning in list  
**Person:** Kevin Keller  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Jan 1, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 1, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 1, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Jan 2, 2009:** calculate percentage of parents calling or expressing concerns of not being informed  
**Person:** Debbie Bender  
**Activity:** Collect first semester/trimester follow up data

**Jan 8, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 8, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 8, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Jan 15, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 15, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 15, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Jan 22, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 22, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 22, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Jan 23, 2009:** prepare a list of faculty/staff not turning in a weekly activities list  
**Person:** Debbie Bender  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Jan 29, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 29, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Jan 29, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Feb 4, 2009:** meet with those not turning in list  
**Person:** Kevin Keller  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Feb 5, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 5, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 5, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Feb 12, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 12, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 12, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Feb 19, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 19, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 19, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Feb 20, 2009:** prepare a list of faculty/staff not turning in a weekly activities list  
**Person:** Debbie Bender  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Feb 26, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 26, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Feb 26, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Mar 4, 2009:** meet with those not turning in list  
**Person:** Kevin Keller  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Mar 5, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 5, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 5, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Mar 12, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 12, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 12, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Mar 19, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 19, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 19, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Mar 26, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 26, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Mar 26, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Mar 27, 2009:** prepare a list of faculty/staff not turning in a weekly activities list  
**Person:** Debbie Bender  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Apr 2, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 2, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 2, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Apr 8, 2009:** meet with those not turning in list  
**Person:** Kevin Keller  
**Activity:** Meet with faculty/staff not providing weekly activities list

**Apr 9, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 9, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 9, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Apr 16, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 16, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 16, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Apr 23, 2009:** faculty and staff will turn in a list of monthly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 23, 2009:** faculty and staff will turn in a list of weekly activities  
**Person:** Debbie Bender  
**Activity:** Information Gathering

**Apr 23, 2009:** Organize, type, and Copy newsletter  
**Person:** Debbie Bender  
**Activity:** Preparing weekly newsletter

**Apr 24, 2009:** prepare a list of faculty/staff not turning in a weekly activities list

**Person:** Debbie Bender

**Activity:** Meet with faculty/staff not providing weekly activities list

**Apr 30, 2009:** faculty and staff will turn in a list of monthly activities

**Person:** Debbie Bender

**Activity:** Information Gathering

**Apr 30, 2009:** faculty and staff will turn in a list of weekly activities

**Person:** Debbie Bender

**Activity:** Information Gathering

**Apr 30, 2009:** Organize, type, and Copy newsletter

**Person:** Debbie Bender

**Activity:** Preparing weekly newsletter

**May 6, 2009:** meet with those not turning in list

**Person:** Kevin Keller

**Activity:** Meet with faculty/staff not providing weekly activities list

**May 7, 2009:** faculty and staff will turn in a list of monthly activities

**Person:** Debbie Bender

**Activity:** Information Gathering

**May 7, 2009:** faculty and staff will turn in a list of weekly activities

**Person:** Debbie Bender

**Activity:** Information Gathering

**May 7, 2009:** Organize, type, and Copy newsletter

**Person:** Debbie Bender

**Activity:** Preparing weekly newsletter

**May 14, 2009:** faculty and staff will turn in a list of monthly activities

**Person:** Debbie Bender

**Activity:** Information Gathering

**May 14, 2009:** faculty and staff will turn in a list of weekly activities

**Person:** Debbie Bender

**Activity:** Information Gathering

**May 14, 2009:** Organize, type, and Copy newsletter

**Person:** Debbie Bender

**Activity:** Preparing weekly newsletter

**May 18, 2009:** calculate percentage of parents calling or expressing concerns of not being informed

**Person:** Debbie Bender

**Activity:** Collect final semester/trimester follow up data

## Safe and Disciplined Learning Environment

**Oct , 2008:** Nurse will attend annual health conference

**Person:** Pam Kirk

**Activity:** Health Conference

## Technology Coordination

**May 22, 2008:** Calculate percentage of teachers using Harmony permanent record labels

**Person:** Amy Gilmore & Rene Welch

**Activity:** Collect baseline data

- Nov 5, 2008:** schedule training for teachers and staff  
**Person:** Kevin Keller  
**Activity:** Harmony Training Session
- Dec 17, 2008:** meet with teachers and staff to explain program procedures  
**Person:** Linda Mowery  
**Activity:** Training/ Information on permanenet record lables
- Dec 18, 2008:** Conduct Training Session  
**Person:** Linda Mowery  
**Activity:** Harmony Training Session
- Dec 19, 2008:** Calculate percentage of teachers using Harmony permanent record labels  
**Person:** Debbie Bender  
**Activity:** Collect first semester/trimester follow up data
- Jan 5, 2009:** place permanent record labels on permanent records  
**Person:** All teachers  
**Activity:** prepare permanent records
- Jan 5, 2009:** print permanent record labels for each student  
**Person:** Teachers  
**Activity:** prepare permanent records
- Jan 6, 2009:** turn in permanent records to the office  
**Person:** Teachers  
**Activity:** prepare permanent records
- Jan 9, 2009:** meet with teacher/staff who did not comply or had difficulties  
**Person:** Kevin Keller  
**Activity:** Training/ Information on permanenet record lables
- May 1, 2009:** Calculate percentage of teachers using Harmony permanent record labels  
**Person:** Derbbie Bender  
**Activity:** Collect final semester/trimester follow up data

## Continuous Improvement Timeline

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

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