School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:35:21

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. During the implementation of this plan, the school will be able to present a "School Improvement <u>Implementation</u>" 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 learns 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
- Kevin Keller - Administrator
- Pam Kirk - School
- Susan Myers - Parent/Guardian
- Debbie Nolting - Teacher
- Debbie Pruett - Teacher
- Jill Staggs - Teacher
- Elizabeth White - Community Representative (Business)

Strategy Chairs

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

Community Council

- Debbie Bender - Owner
- Jenny Crites - Bank Manager
- Glenn Cundiff - Retired Government Worker
- Eric Floyd - Policeman
- Andrea Fuller - Librarian
- Allison Gibson - Mother
- Denise Green - Business Owner
- Vicki McHenry - Nurse
- Holly Murdock - Technician
- Sue Quakenbush - Data
- 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 âwatered downâ 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 childrenâs 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 sonâs or daughterâs 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.

2nd grade free/reduced students - passing 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	
92	91	93	91	94	92	95		96		97		100

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

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	83	86	85	87	85	88		90		95		100

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

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	
60	62	65	67	70	71	75		80		90		100

5th grade free/reduced students - passing 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	
80	78	82	86	85	84	90		95		97		100

6th grade free/reduced students - achieving mastery on ISTEP 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	
95	94	95	75	96		97		98		99		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	
82	77	88	77	90	72	82		90		95		100

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

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	
95	94	96	92	97	93	95		97		98		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	78	78	76	80	81	85		90		95		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: Parental need of school activity information

Parent concerns with recieving school information.

Concern: Technology and use of technology is lacking in classrooms.

Teacher, parent, student, and community concerns about lack of technology and use of technology in the classroom.

Concern: Students need a safe and disciplined learning environment to succeed in school.

Administration, student, and parent concern with safety issues.

Concern: Parents and students belief that attendance is critical for students achievement.

Attendance log. Survey results.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

Attendance - Tracking Student Attendance —

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

Parent Involvement - Weekly Parent Newsletter —

A weekly newsletter prepared by office staff will be sent home with each student on Fridays.

Safe and Disciplined Learning Environment - School Safety —

Severe weather, fire, and lock down drills will be conducted by all faculty, staff, and students on a schedule set by the 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 purpose of providing professional development to the school nurse.

Technology as a Tool —

Teachers will use technology as a learning tools for students in their classrooms on a weekly basis. This could be by making use of the computer lab or classroom computers.

Required Strategies

F. Encourage Rigorous Curriculum: Simple Six Writing —

Teachers will implement Simple Six writing strategies in the classroom weekly. Simple Six is a writing assessment and instruction tool that is criteria-based and that focuses on improving six specfic traits of writing.

I. Focused Academic Area: Math Strategy Initiative —

Teachers will implement math strategies obtained at monthly math training sessions in their classrooms weekly.

U. Focused Student Group: 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.

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.

Safe and Disciplined Learning Environment - School Safety

Professional Development Activity	Funding	Activity Purpose
Health Conference	Source: DOE PD Grant Amount: $200.00	Skill Building
Brief Description	**Intended Participants**	**Activity Format**
School nurse will attend annual health conference in October.	Other	Presentation/Workshop

F. Encourage Rigorous Curriculum: Simple Six Writing

Professional Development Activity	Funding	Activity Purpose
Simple Six Training Session	Source: Title 1 Amount: $2500.00	Information Skill Building
Brief Description	**Intended Participants**	**Activity Format**
The Titlte 1 coordinator will fund a training session for teachers on the use of Simple Six.	Teachers	Presentation/Workshop

I. Focused Academic Area: Math Strategy Initiative

Professional Development Activity	Funding	Activity Purpose
Monthly Math Training Sessions	Source: Greene County Math Grant Amount: $40.00 per hr stipneds	Skill Building Feedback/Support Refinement
Brief Description	**Intended Participants**	**Activity Format**
Teachers will attend 2 hour monthly training on Math instruction provided by the Greene County Math grant and Indiana University.	Teachers	Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving

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: Parental need of school activity information

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Involvement - Weekly Parent Newsletter

Concern: Technology and use of technology is lacking in classrooms.

Data Targets Influenced by This Concern:

- 6th grade free/reduced students -- achieving mastery on ISTEP problem solving
- 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:

- Technology as a Tool

Concern: Students need a safe and disciplined learning environment to succeed in school.

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:

- Safe and Disciplined Learning Environment - School Safety

Concern: Parents and students belief that attendance is critical for students achievement.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attendance - Tracking Student Attendance

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

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

- F. Encourage Rigorous Curriculum: Simple Six Writing

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 2nd grade free/reduced students -- passing Math
- 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
- 6th grade free/reduced students -- achieving mastery on ISTEP problem solving

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Strategy Initiative

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Inclusion of Special Needs

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:	On a shelf in Principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	STAR Math - Computerized system of testing students math skill levels STAR Reading - Computerized system of testing students reading skill levels Dibels - a teacher given assessment of language arts / reading abilities	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.

Encourage Rigorous Curriculum

Apr 1, 2009: Collect and record percentage of classroom teachers using Simple Six stratgies in their classroom weekly
    Person: Susan Myers
    Activity: Collect baseline data

Sep , 2009: Simple Six training Session
    Person: Kevin Keller
    Activity: Simple Six Training Session

Sep 1, 2009: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

Oct 1, 2009: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

Nov 1, 2009: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

Dec 1, 2009: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

Dec 15, 2009: Collect and record percentage of classroom teachers using Simple Six stratgies in their classroom weekly
    Person: Susan Myers
    Activity: Collect first semester/trimester follow up data

Jan 1, 2010: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

Feb 1, 2010: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

Mar 1, 2010: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

Apr 1, 2010: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

May 1, 2010: Use Simple Six strategies weekly
    Person: Teachers
    Activity: Implement Simple Six Strategies

May 15, 2010: Collect and record percentage of classroom teachers using Simple Six stratgies in their classroom weekly
    Person: Susan Myers
    Activity: Collect final semester/trimester follow up data

Focused Academic Area

Apr 1, 2009: Collect and Calculate survey data
    Person: Jill Staggs
    Activity: Collect baseline data

Sep 1, 2009: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Sep 10, 2009: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

Oct 1, 2009: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Oct 8, 2009: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

Nov 1, 2009: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Nov 12, 2009: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

Dec 1, 2009: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Dec 10, 2009: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

Dec 20, 2009: Collect and Calculate survey data
    Person: Jill Staggs
    Activity: Collect first semester/trimester follow up data

Jan 1, 2010: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Jan 14, 2010: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

Feb 1, 2010: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Feb 11, 2010: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

Mar 1, 2010: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Mar 11, 2010: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

Apr 1, 2010: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

Apr 8, 2010: Attend monthly math training sessions
    Person: Teachers
    Activity: Monthly Math Training Sessions

May 1, 2010: Teachers will use new stratgies in the classroom monthly.
    Person: Teachers
    Activity: Impliment new math stratgeies

May 20, 2010: Collect and Calculate survey data
    Person: Jill Staggs
    Activity: Collect final semester/trimester follow up data

Safe and Disciplined Learning Environment - School Safety

Oct , 2009: Nurse will attend annual health conference
    Person: Pam Kirk
    Activity: Health Conference

Continuous Improvement Timeline

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