School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 17:55:09

Lanesville Elementary School (2611)

Lanesville Community School Corp

Lanesville, 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:

Table of Contents

i

School Improvement Plan Introduction

Lanesville 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

- Lana Dougherty - School Counselor
- Marsha Himmelhaver - Administrator
- Wendy Kennedy - Parent/Guardian
- Robin Oelker - Parent/Guardian
- Rebecca Uesseler - Teacher
- Robin Wolfe - Teacher

Strategy Chairs

- Shirley Bryant
- Lana Dougherty
- Michelle England
- Erin Green
- Marsha Himmelhaver
- Wendy Kennedy
- Bethany Miller

Community Council

- Tammy Arbuckle - Office Manager
- Teri Blackman
- Donna Butler - Substitute Teacher
- Lisa Cook - Pharmacist
- Angela Edwards
- Pam Eisert - Principal
- Lee Hasken - Real Estate
- Karen Kaake - Physical Therapist
- Julia Keibler
- Richard Kennedy - International Mfg Mgr
- Denzil Mc Kim
- Vicki Meredith - Professor
- Monica Roadcap
- Joan Schickel - Retired
- Pete Schickel - Retired
- Sherry Smith - Health Care
- Sandy Tyree - substitue teacher
- Mandy Wolfe

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:

A school community that promotes respect, honesty, compassion, positive attitude, active listening, acceptance of uniqueness of others, and personal responsibility

A highly qualified staff that differentiates instruction to suit student's unique learning styles

A school community that makes students the central focus of our school while providing standards' based instruction

A school that is safe with an enjoyable learning environment

A school community that allows them to reach their maximum potential as they master all Indiana standards kindergarten through sixth grade

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

Honesty Respect Compassion Positive attitude Active listening Accept differences Look out for all team members Responsibility Provide a safe and enjoyable learning environment for students Self-motivated life long learners.

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

Will be self-motivated lifelong learners who enjoy learning Will be productive citizens Will be accepting of each person's uniqueness Will be active listeners Will be contributors to a safe, positive learning environment Will be supportive of each other Will be responsible Will be honest

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

- % of students who are at or above grade level - LA: 100%
- % of students who are at or above grade level - Math: 100%
- % of students who are passing ISTEP+: 100%
- % of students who are mastering standards set by CTB exam: 100%
- % of students who are on Lanesville's Mastery List: 100%
- % of students who are passing each grade: 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	
81.5	79.9	84	82	85	83	87		90		93		100

3rd Graders - % passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	76	81	76	80	84	87		90		93		100

3rd Graders - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	82	84	74	80	81	84		87		90		100

4th Graders - % passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	82	84	84	86	67	87		90		93		100

4th Graders - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	76	79	89	90	73	84		87		90		100

5th Graders - % passing ISTEP Language Arts

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	
81%	79	82	86	88	91	92		94		95		100

5th Graders - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	81	83	82	85	91	92		94		96		100

6th graders - % passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	80	82	84	87	90	92		94		96		100

6th Graders - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	84	86	80	84	85	88		91		93		100

All ISTEP tests for Free and Reduced Lunch Students - Average % passing ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
48.9	50	60	74	79	76	80		84		88		100

All male students taking the ISTEP assesment (across grades) - % Passing ISTEP English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	77	n/a	75	79	78	83		87		90		100

All male students taking the ISTEP assesment (across grades) - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	82	n/a	78	82	79	84		88		92		100

All students taking the ISTEP assesment (across grades) - % of students passing neither Math nor Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	12	N/A	12	11	6	5		4		3		0

All students taking the ISTEP assesment (across grades) - % passing ISTEP Eng/LA as Pass Plus

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	14	n/a	8	10	11	14		17		20		100

All students taking the ISTEP assessment (across grades) - % passing ISTEP Eng/LA

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	
80.8	79.2	82.2	83	86	83	87		90		93		100

All students taking the ISTEP assessment (across grades) - % passing ISTEP Math as Pass Plus

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	18	n/a	15	17	20	22		24		26		100

All students taking the ISTEP assessment (across grades) - % passing ISTEP Math 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	
80.3	80.7	82.7	81	84	83	87		90		93		100

All students taking the ISTEP assessment (across grades) - % passing Math Problem Solving

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	81	N/A	81	84	81	87		90		93		100

All students taking the ISTEP assessment (across grades) - % passing Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	81	N/A	82	85	86	88		91		93		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: There is a performance gap between male and female students on ISTEP+

13% of male in grade 3 - 6 disagree or don't know if they pay attention in class while only 4% of females disagree. 15% of males and 8% of females in grade 3-6 don't ask questions in class. 12% of males and 4% of females in grades 3 - 6 do not turn in homework. 11% of males and 2% of females grade 3 - 6 don't know if they will master Indiana Academic Standards

Concern: Language Arts curriculum is not addressing reading comprehension

Faculty members agree that not all students are engaged in learning and that differentiated lessons are needed to address the concern. In addition, faculty and staff believe instruction isn't always applied to real world situations. 76 % of parents strongly agree that students will master the Indiana academic standards. 59% of students strongly agree they will master Indiana academic standards. 69% of all 4th grade students and 67% of all 5th and 6th grade students expect to pass ISTEP. 12% of primary children, 5% of grades 3-6 students, and 6% of parents disagree that the teachers provide extra help when needed. 24% of primary students, 19% of grades 3-6 students, and 11% of parents disagree that teachers allow extra time for assignments when needed. 5% of the community disagree that their children's teacher push them to do their best work. 32% of primary students and 14% of grades 3-6 students disagree they ask questions when they don't understand. 36% of primary students and 10% of 3-6 students disagree that the teacher goes at a pace comfortable to them. 17% of students grades 3-6 and 43% of parents disagree that computers are used to help students learn at least one time per week.

Concern: Math curriculum is not addressing problem solving

Faculty members agree that not all students are engaged in learning and that differentiated lessons are needed to address the concern. In addition, faculty and staff believe instruction isn't always applied to real world situations. 76 % of parents strongly agree that students will master the Indiana academic standards. 59% of students strongly agree they will master Indiana academic standards. 69% of all 4th grade students and 67% of all 5th and 6th grade students expect to pass ISTEP. 12% of primary children, 5% of grades 3-6 students, and 6% of parents disagree that the teachers provide extra help when needed. 24% of primary students, 19% of grades 3-6 students, and 11% of parents disagree that teachers allow extra time for assignments when needed. 5% of the community disagree that their children's teacher push them to do their best work. 32% of primary students and 14% of grades 3-6 students disagree they ask questions when they don't understand. 36% of primary students and 10% of 3-6 students disagree that the teacher goes at a pace comfortable to them. 17% of students grades 3-6 and 43% of parents disagree that computers are used to help students learn at least one time per week.

Concern: All students will receive lessons that meet the needs of all learners

15% of students in grades 3 - 6 disagree that teachers relate what they are teaching to their personal interests. 13% of primary students disagree that they receive extra help and that they have enough time to finish their work 19% of students in grades 3 - 6 disagree they receive extra time for assignments if needed 14% of students in grades 3 - 6 disagree and 17% don't know that they can describe their preferred learning style. 32% of the faculty disagree and 23% don't know whether students could describe their preferred learning style.

Concern: Student Achievement identified on report cards does not coincide with student ISTEP+ results

91% of parents believe their child's report card reflects the degree to which he/she has learned the Indiana academic standards. 96% of the faculty assigned grades that reflect the degree to which their students have learned the Indiana academic standards.

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.

Local Strategies

Align Math and Language Arts Curriculum with State Standards

Teachers will develop lessons that align with State Standards and assess by those standards using various methods of assessment. Professional development and vertical articulation time will be held on "activity days" and state allocated half days.

Report Card Grade Criteria

Teachers will identify and use the criteria for valid assessments to be used for the 2008-2009 report card grades.

Required Strategies

A. Parent Involvement

Parent involvement will continue to be encouraged by offering programs and activities througout the school year that provides information, solicits input and encourages parent participation in children's education.

B. Technology Coordination: Weekly Technology Use

All classes will use a computer lab during their scheduled time. This scheduled time will be used to focus on increasing student mastery of math problem solving standards and language arts reading comprehension standards. The Technology Team will continue to evaluate new software as needed for student achievement.

C. Safe and Disciplined Learning Environment: Behavior Management

School personnel will enforce school wide behavior managment program (Purple Pride) during the 2008-2009 school year that is conducive to carrying out the life long skills of truth, trust, personal best, active listening, and no put downs.

D. Attendance

School personnel will follow up student attendance when absences impede student achievement.

G1. Exceptional Learners - Gifted: Lesson Design

Teachers will participate in professional development activities for G1 Exceptional Learners Gifted and G2 Exceptional Learners Special Education that will not only assist them in developing lesson plans that align to State Standards, include appropriate assessment, differentiate for ability and gender, but also incorporate components of the 2008-2009 individualized professional development opportunities. The professional development for G1 and G2 opportunities include, but are not limited to, book studies, internet resources, speakers, trainers, observations, and seminars.

G2. Exceptional Learners - Special Education: Lesson Design

Teachers will participate in professional development activities for G1 Exceptional Learners Gifted and G2 Exceptional Learners Special Education that will not only assist them in developing lesson plans that align to State Standards, include appropriate assessment, differentiate for ability and gender, but also incorporate components of the 2008-2009 individualized professional development opportunities. The professional development opportunities for G1 and G2 include, but are not limited to, book studies, internet resources, speakers, trainers, observations, and seminars.

H. Cultural Competency: Extra Help - Achievement of Male Students

Teachers will learn and then implement research based strategies within their classrooms that improve male achievment during the 2008-2009 school year.

Professional Development

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

Report Card Grade Criteria

No professional development is needed for this strategy.

B. Technology Coordination: Weekly Technology Use

No professional development is needed for this strategy.

C. Safe and Disciplined Learning Environment: Behavior Management

No professional development is needed for this strategy.

G1. Exceptional Learners - Gifted: Lesson Design

Professional Development Activity	Funding	Activity Purpose
Provide training on tools to assist in developing effective lessons for all learners.	Source: State Professional Development Grant Amount: $	Information Skill Building Feedback/Support Refinement
Brief Description	**Intended Participants**	**Activity Format**
Research based professional development activities designed to provide skills to develop lesson plans and assessments that meet the needs of all learners will be made available to all staff based on their professional development goal. This professional development covers both G1 and G2 required areas of concern.	Teachers Administrators	Talk to Presentation/Workshop Study Group Professional Reading Action Research Networking/Site Visit

G2. Exceptional Learners - Special Education: Lesson Design

Professional Development Activity	Funding	Activity Purpose
Provide training on tools to assist in developing effective lessons for all learners.	Source: State Professional Development Grant Amount: $2,000.00	Information Skill Building Feedback/Support Refinement
Brief Description	**Intended Participants**	**Activity Format**
Research based professional development activities designed to provide skills to develop lesson plans and assessments that meet the needs of all learners will be made available to all staff based on their professional development goal. This professional development covers both G1 and G2 required areas of concern.		

H. Cultural Competency: Extra Help - Achievement of Male Students

Professional Development Activity	Funding	Activity Purpose
Teacher Observation	Source: State Professional Development Grant Amount: $1,000.00	Information
Brief Description	**Intended Participants**	**Activity Format**
All teachers will observe in volunteer teachers' classrooms to see gender researched activities in action.	Teachers	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Professionally develop research gender strategies	Source: State Professional Development Grant Amount: $1,000.00	Information Skill Building Feedback/Support
Brief Description	**Intended Participants**	**Activity Format**
Volunteer teachers will attend seminars/study research based information revolving around male gender learning styles. All staff will observe volunteer teachers as they apply learned knowledge in their classrooms.	Teachers Counselors Administrators	Talk to Presentation/Workshop Professional Reading Action Research Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
Research gender achievement	Source: State Professional Development Grant Amount: $1,000.00	Information
Brief Description	**Intended Participants**	**Activity Format**
Teachers will find opportunities for research based information about achievement by gender and apply for release time as needed.	Teachers	Talk to Presentation/Workshop Study Group

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: There is a performance gap between male and female students on ISTEP+

Data Targets Influenced by This Concern:

- All male students taking the ISTEP assesment (across grades) -- % Passing ISTEP English/LA
- All male students taking the ISTEP assesment (across grades) -- % passing ISTEP Math

Strategies to Impact This Concern:

- H. Cultural Competency: Extra Help - Achievement of Male Students
- G1. Exceptional Learners - Gifted: Lesson Design
- G2. Exceptional Learners - Special Education: Lesson Design

Concern: Language Arts curriculum is not addressing reading comprehension

Data Targets Influenced by This Concern:

- 3rd Graders -- % passing ISTEP Language Arts
- 4th Graders -- % passing ISTEP Language Arts
- 5th Graders -- % passing ISTEP Language Arts
- 6th graders -- % passing ISTEP Language Arts
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing Reading Comprehension

Strategies to Impact This Concern:

- B. Technology Coordination: Weekly Technology Use

Concern: Math curriculum is not addressing problem solving

Data Targets Influenced by This Concern:

- 3rd Graders -- % passing ISTEP Math
- 4th Graders -- % passing ISTEP Math
- 5th Graders -- % passing ISTEP Math
- 6th Graders -- % passing ISTEP Math
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test
- All students taking the ISTEP assessment (across grades) -- % passing Math Problem Solving

Strategies to Impact This Concern:

- B. Technology Coordination: Weekly Technology Use

Concern: All students will receive lessons that meet the needs of all learners

Data Targets Influenced by This Concern:

- 3rd Graders -- % passing ISTEP Language Arts
- 3rd Graders -- % passing ISTEP Math
- 4th Graders -- % passing ISTEP Language Arts
- 4th Graders -- % passing ISTEP Math
- 5th Graders -- % passing ISTEP Language Arts
- 5th Graders -- % passing ISTEP Math
- 6th graders -- % passing ISTEP Language Arts
- 6th Graders -- % passing ISTEP Math
- All ISTEP tests for Free and Reduced Lunch Students -- Average % passing ISTEP
- All male students taking the ISTEP assesment (across grades) -- % Passing ISTEP English/LA
- All male students taking the ISTEP assesment (across grades) -- % passing ISTEP Math
- All students taking the ISTEP assesment (across grades) -- % of students passing neither Math nor Language Arts
- All students taking the ISTEP assesment (across grades) -- % passing ISTEP Eng/LA as Pass Plus
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math as Pass Plus
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test
- All students taking the ISTEP assessment (across grades) -- % passing Math Problem Solving
- All students taking the ISTEP assessment (across grades) -- % passing Reading Comprehension

Strategies to Impact This Concern:

- Align Math and Language Arts Curriculum with State Standards
- H. Cultural Competency: Extra Help - Achievement of Male Students
- G1. Exceptional Learners - Gifted: Lesson Design
- G2. Exceptional Learners - Special Education: Lesson Design

Concern: Student Achievement identified on report cards does not coincide with student ISTEP+ results

Data Targets Influenced by This Concern:

- 3rd Graders -- % passing ISTEP Language Arts
- 3rd Graders -- % passing ISTEP Math
- 4th Graders -- % passing ISTEP Language Arts
- 4th Graders -- % passing ISTEP Math
- 5th Graders -- % passing ISTEP Language Arts
- 5th Graders -- % passing ISTEP Math
- 6th graders -- % passing ISTEP Language Arts
- 6th Graders -- % passing ISTEP Math
- All students taking the ISTEP assesment (across grades) -- % of students passing neither Math nor Language Arts
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test

Strategies to Impact This Concern:

- Report Card Grade Criteria

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test

Strategies to Impact This Concern:

- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assesment (across grades) -- % of students passing neither Math nor Language Arts
- All students taking the ISTEP assessment (across grades) -- % passing Math Problem Solving
- All students taking the ISTEP assessment (across grades) -- % passing Reading Comprehension

Strategies to Impact This Concern:

- B. Technology Coordination: Weekly Technology Use

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Behavior Management

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assesment (across grades) -- % passing ISTEP Eng/LA as Pass Plus
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math as Pass Plus

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Lesson Design

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assesment (across grades) -- % of students passing neither Math nor Language Arts
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Lesson Design

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All male students taking the ISTEP assesment (across grades) -- % Passing ISTEP English/LA
- All male students taking the ISTEP assesment (across grades) -- % passing ISTEP Math
- All students taking the ISTEP assesment (across grades) -- % of students passing neither Math nor Language Arts

Strategies to Impact This Concern:

- H. Cultural Competency: Extra Help - Achievement of Male Students

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:	Elementary 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 Tera Nova-Grades K-2 NWEA-Identified gifted students, identified at risk students, students entering Lanesville mid year	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None identified	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.

Cultural Competency

Mar 12, 2008: Record the names of volunteer teachers willing to learn more about male academic achievement strategies.
Person: Bethany Miller
Activity: Collect baseline data

Mar 12, 2008: Ask for volunteers to pursue research based gender professional development
Person: Bethany Miller
Activity: Solicit volunteers

Mar 31, 2008: Invite volunteer teachers to participate in selected opportunities
Person: Bethany Miller/Teacher
Activity: Research gender achievement

Apr 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
Person: Volunteer teachers/Principal
Activity: Professionally develop research gender strategies

May 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
Person: Volunteer teachers/Principal
Activity: Professionally develop research gender strategies

May 1, 2008: Invite volunteer teachers to participate in selected opportunities
Person: Bethany Miller/Teacher
Activity: Research gender achievement

Jun 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
Person: Volunteer teachers/Principal
Activity: Professionally develop research gender strategies

Jun 1, 2008: Invite volunteer teachers to participate in selected opportunities
Person: Bethany Miller/Teacher
Activity: Research gender achievement

Jul 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
Person: Volunteer teachers/Principal
Activity: Professionally develop research gender strategies

Jul 1, 2008: Invite volunteer teachers to participate in selected opportunities
Person: Bethany Miller/Teacher
Activity: Research gender achievement

Jul 28, 2008: Volunteer teachers will apply strategies in their classroom
Person: Volunteer teacher
Activity: Implement strategies learned through professional development

Aug 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
Person: Volunteer teachers/Principal
Activity: Professionally develop research gender strategies

Aug 1, 2008: Invite volunteer teachers to participate in selected opportunities
Person: Bethany Miller/Teacher
Activity: Research gender achievement

Aug 13, 2008: Volunteer teachers will share learned information from their professional development with staff.
    Person: Teachers/Principal
    Activity: Strategy Implementation Discussion

Aug 28, 2008: Volunteer teachers will apply strategies in their classroom
    Person: Volunteer teacher
    Activity: Implement strategies learned through professional development

Sep 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
    Person: Volunteer teachers/Principal
    Activity: Professionally develop research gender strategies

Sep 1, 2008: Invite volunteer teachers to participate in selected opportunities
    Person: Bethany Miller/Teacher
    Activity: Research gender achievement

Sep 10, 2008: Volunteer teachers will share learned information from their professional development with staff.
    Person: Teachers/Principal
    Activity: Strategy Implementation Discussion

Sep 28, 2008: Volunteer teachers will apply strategies in their classroom
    Person: Volunteer teacher
    Activity: Implement strategies learned through professional development

Oct 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
    Person: Volunteer teachers/Principal
    Activity: Professionally develop research gender strategies

Oct 1, 2008: Invite volunteer teachers to participate in selected opportunities
    Person: Bethany Miller/Teacher
    Activity: Research gender achievement

Oct 8, 2008: Volunteer teachers will share learned information from their professional development with staff.
    Person: Teachers/Principal
    Activity: Strategy Implementation Discussion

Oct 28, 2008: Volunteer teachers will apply strategies in their classroom
    Person: Volunteer teacher
    Activity: Implement strategies learned through professional development

Nov 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
    Person: Volunteer teachers/Principal
    Activity: Professionally develop research gender strategies

Nov 1, 2008: Invite volunteer teachers to participate in selected opportunities
    Person: Bethany Miller/Teacher
    Activity: Research gender achievement

Nov 12, 2008: Volunteer teachers will share learned information from their professional development with staff.
    Person: Teachers/Principal
    Activity: Strategy Implementation Discussion

Nov 28, 2008: Volunteer teachers will apply strategies in their classroom
    Person: Volunteer teacher
    Activity: Implement strategies learned through professional development

Dec 1, 2008: Make available release time for volunteer teachers to participate in identified professional development
    Person: Volunteer teachers/Principal
    Activity: Professionally develop research gender strategies

Dec 10, 2008: Volunteer teachers will share learned information from their professional development with staff.
    Person: Teachers/Principal
    Activity: Strategy Implementation Discussion

Jan 12, 2009: Collect the data for the number of volunteer teachers (and the training) participating in professional development for male academic achievement.
    Person: Bethany Miller
    Activity: Collect first semester/trimester follow up data

Jan 12, 2009: Teachers will schedule time to observe in volunteer teacher classrooms to see implemented strategies
    Person: Teachers/Principal
    Activity: Teacher Observation

Feb 12, 2009: Teachers will schedule time to observe in volunteer teacher classrooms to see implemented strategies
    Person: Teachers/Principal
    Activity: Teacher Observation

Mar 12, 2009: Teachers will schedule time to observe in volunteer teacher classrooms to see implemented strategies
    Person: Teachers/Principal
    Activity: Teacher Observation

Apr 12, 2009: Teachers will schedule time to observe in volunteer teacher classrooms to see implemented strategies
    Person: Teachers/Principal
    Activity: Teacher Observation

May 12, 2009: Teachers will schedule time to observe in volunteer teacher classrooms to see implemented strategies
    Person: Teachers/Principal
    Activity: Teacher Observation

Jun 5, 2009: Collect data on the number of teachers who observed in a volunteer teacher's classroom.
    Person: Bethany Miller
    Activity: Collect final semester/trimester follow up data

Exceptional Learners - Gifted

Jun 2, 2008: Collect present differentiated lesson plan documentation as described in the 2007-2008 plan.
    Person: Michelle England
    Activity: Collect baseline data

Jul 22, 2008: Meet with teachers to hand out calendar of events and answer any questions about activities
    Person: Michelle England/Robin Wolfe
    Activity: Communicate teacher expectations for designing lesson plans

Jul 22, 2008: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Aug 4, 2008: Teachers will select a method of sharing their designed lessons.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Teachers will select activities they plan to participate in to accomplish their goal.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Teachers will select personal components needed to accomplish their goal.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Teachers will set a professional goal to assist in the development of lessons that are not only aligned to State Standards but include newly learned lesson design components.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Aug 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Aug 13, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanation

Aug 29, 2008: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Aug 29, 2008: Teachers Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Sep 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Sep 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Sep 10, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanation

Oct 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Oct 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Oct 15, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanation

Oct 24, 2008: Teachers Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Nov 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Nov 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Nov 12, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanation

Nov 26, 2008: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Dec 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Dec 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Dec 10, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanation

Jan 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Jan 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Jan 12, 2009: Collect first semester documentation of providing differentiated lessons by gender and ability.
    Person: Michelle England
    Activity: Collect first semester/trimester follow up data

Jan 14, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanation

Feb 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator

Activity: Lesson Plan Incentives

Feb 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Feb 11, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanation

Feb 12, 2009: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Feb 13, 2009: Teachers Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Mar 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Mar 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Mar 11, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanation

Mar 13, 2009: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Apr 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Apr 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Apr 8, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanation

Apr 17, 2009: Teachers Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

May 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

May 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

May 13, 2009: Celebrate achievements
    Person: Michelle England/Robin Wolfe
    Activity: Communicate teacher expectations for designing lesson plans

May 13, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanation

Jun 5, 2009: Collect second semester documentation of providing differentiated lessons by gender and ability.
    Person: Michelle England
    Activity: Collect final semester/trimester follow up data

Jun 10, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanation

Exceptional Learners - Special Education

Jun 2, 2008: Collect present differentiated lesson plan by gender and ability use.
    Person: Michelle England
    Activity: Collect baseline data

Jul 22, 2008: Meet with teachers to hand out calendar of events and answer any questions about activities
    Person: Michelle England/Robin Wolfe
    Activity: Communicate teacher expectations for designing lesson plans

Jul 22, 2008: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Aug 4, 2008: Teachers will select personal components needed to accomplish their goal.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Teachers will select personal components needed to accomplish their goal.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Teachers will select personal components needed to accomplish their goal.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Teachers will select personal components needed to accomplish their goal.
    Person: Teachers
    Activity: Individualized Professional Goal Setting

Aug 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator

Activity: Lesson Plan Incentives

Aug 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Aug 13, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Aug 29, 2008: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Aug 29, 2008: Teachers Grades Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Sep 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Sep 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Sep 10, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Oct 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Oct 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Oct 15, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Oct 24, 2008: Teachers Grades Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Nov 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Nov 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Nov 12, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Nov 26, 2008: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Dec 4, 2008: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Dec 4, 2008: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Dec 10, 2008: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Jan 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Jan 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Jan 12, 2009: Collect first semester documentation of providing differentiated lessons plans by gender and ability.
    Person: Michelle England
    Activity: Collect first semester/trimester follow up data

Jan 14, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Feb 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Feb 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Feb 11, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Feb 12, 2009: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Feb 13, 2009: Teachers Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Mar 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Mar 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Mar 11, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Mar 13, 2009: Teachers Grades Kindergarten through Grade 12 will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

Apr 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

Apr 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu
    Person: Teacher/Principal
    Activity: Provide training on tools to assist in developing effective lessons for all learners.

Apr 8, 2009: Release Time use update
    Person: Michelle England
    Activity: Explanantion

Apr 17, 2009: Teachers Kindergarten through Sixth Grade will meet to have dialogue regarding lessons designed to meet the needs of all learners.
    Person: Exceptional Learners Strategy Team
    Activity: Vertical Articulation

May 4, 2009: Through the High Ability program, teachers can turn in documentation of differentiated lessons in exchange for released time.
    Person: Teachers/High Ability Coordinator
    Activity: Lesson Plan Incentives

May 4, 2009: Depending on individualized professional goal(s), teachers will attend selected professional development opportunities made available by the Corporation (distance learning, on line courses, off site visits/seminars, book study, etc.) that support individu

Person: Teacher/Principal
Activity: Provide training on tools to assist in developing effective lessons for all learners.

May 13, 2009: Celebrate achievements
Person: Michelle England/Robin Wolfe
Activity: Communicate teacher expectations for designing lesson plans

May 13, 2009: Release Time use update
Person: Michelle England
Activity: Explanantion

Jun 5, 2009: Collect second semester documentation of providing differentiated lessons by gender and ability.
Person: Michelle England
Activity: Collect final semester/trimester follow up data

Report Card Grade Criteria

Apr 10, 2008: Full staff discussion of valid report card criteria
Person: Report Card Criteria Strategy Team
Activity: Full Faculty Discussion

May 14, 2008: Full staff discussion of valid report card criteria
Person: Report Card Criteria Strategy Team
Activity: Full Faculty Discussion

Aug , 2008: Grade 1 team will be provided release time to establish report card criteria
Person: Grade 1 teachers/Principal
Activity: Grade Level Team Discussion

Aug , 2008: Grade 2 team will be provided release time to establish report card criteria
Person: Grade 2 teachers/Principal
Activity: Grade Level Team Discussion

Aug , 2008: Grade 3 team will be provided release time to establish report card criteria
Person: Grade 3 teachers/Principal
Activity: Grade Level Team Discussion

Aug , 2008: Grade 4 team will be provided release time to establish report card criteria
Person: Grade 4 teachers/Principal
Activity: Grade Level Team Discussion

Aug , 2008: Grade 5 team will be provided release time to establish report card criteria
Person: Grade 5 teachers/Principal
Activity: Grade Level Team Discussion

Aug , 2008: Grade 6 team will be provided release time to establish report card criteria
Person: Grade 6 teachers/Principal
Activity: Grade Level Team Discussion

Aug , 2008: Kindergarten team will be provided release time to establish report card criteria
Person: Kindergarten teachers/Principal
Activity: Grade Level Team Discussion

Aug 13, 2008: Full staff discussion of valid report card criteria
Person: Report Card Criteria Strategy Team
Activity: Full Faculty Discussion

Aug 27, 2008: Collect minutes of all grade level discussion teams
Person: Report Card Strategy Team
Activity: Criteria Concensus

Aug 27, 2008: Summarize minutes of full faculty report card grade criteria discussion
  Person: Report Card Strategy Team
  Activity: Criteria Concensus

Aug 28, 2008: Develop checklist of report card criteria based on discussion results
  Person: Report Carc Strategy Team
  Activity: Criteria Concensus

Aug 29, 2008: Finalize concensus of report card grade criteria
  Person: Teachers
  Activity: Criteria Concensus

Sep 17, 2008: Full staff discussion of valid report card criteria
  Person:
  Activity: Full Faculty Discussion

Oct 15, 2008: Full staff discussion of valid report card criteria
  Person:
  Activity: Full Faculty Discussion

Safe and Disciplined Learning Environment

May 30, 2008: Report average of office discipline referrals for the 2007-2008 year
  Person: Marsha Himmelhaver
  Activity: Collect baseline data

Jul 22, 2008: Faculty update - Purple Pride Program
  Person: Behavior Management Team
  Activity: Explanation of program

Jul 29, 2008: Student kickoff for the Purple Pride Program 2008-2009 school year
  Person: Behavior Management Team
  Activity: Explanation of program

Aug 29, 2008: Team meeting
  Person: Behavior Management Team
  Activity: Strategy Team Meetings

Sep 26, 2008: 1st quarter incentive for students (movie)
  Person: Lana Dougherty
  Activity: Provide Purple Pride Program Incentives

Nov 7, 2008: 1st quarter award incentive for students
  Person: Lana Dougherty
  Activity: Provide Purple Pride Program Incentives

Nov 26, 2008: Team meeting
  Person: Behavior Management Team
  Activity: Strategy Team Meetings

Dec 19, 2008: 2nd quarter incentive for students (movie)
  Person: Lana Dougherty
  Activity: Provide Purple Pride Program Incentives

Dec 19, 2008: Team meeting
  Person: Behavior Management Team
  Activity: Strategy Team Meetings

Jan 12, 2009: Calculate % of students earning 1st semester incentive
  Person: Lana Dougherty
  Activity: Collect first semester/trimester follow up data

Jan 12, 2009: Calculate 1st semester office discipline referrals outside the Purple Pride Program
    Person: Marsha Himmelhaver
    Activity: Collect first semester/trimester follow up data

Jan 12, 2009: Calculate the percent of teachers using the classroom management plan along with the Purple Pride program
    Person: Lana Dougherty
    Activity: Collect first semester/trimester follow up data

Jan 19, 2009: Team meeting
    Person: Behavior Management Team
    Activity: Strategy Team Meetings

Jan 29, 2009: 2nd quarter award incentive for students
    Person: Lana Dougherty
    Activity: Provide Purple Pride Program Incentives

Feb 12, 2009: Team meeting
    Person: Behavior Management Team
    Activity: Strategy Team Meetings

Mar 13, 2009: 3rd quarter incentive for students (movie)
    Person: Lana Dougherty
    Activity: Provide Purple Pride Program Incentives

Apr 16, 2009: 3rd quarter award incentive for students
    Person: Lana Dougherty
    Activity: Provide Purple Pride Program Incentives

May 29, 2009: Purple Pride finale with Field Day
    Person: Lana Dougherty
    Activity: Provide Purple Pride Program Incentives

Jun 3, 2009: 4th quarter incentive for students (movie)
    Person: Lana Dougherty
    Activity: Provide Purple Pride Program Incentives

Jun 4, 2009: 4th quarter award incentive for students
    Person: Lana Dougherty
    Activity: Provide Purple Pride Program Incentives

Jun 4, 2009: Team meeting
    Person: Behavior Management Team
    Activity: Strategy Team Meetings

Jun 5, 2009: Calculate % of students earning 2nd semester incentive
    Person: Lana Dougherty
    Activity: Collect final semester/trimester follow up data

Jun 5, 2009: Calculate 2nd semester office discipline referrals outside the Purple Pride program
    Person: Marsha Himmelhaver
    Activity: Collect final semester/trimester follow up data

Jun 5, 2009: Calculate the percent of teachers using the classroom management plan along with the Purple Pride program
    Person: Lana Dougherty
    Activity: Collect final semester/trimester follow up data

Jul 29, 2009: Pass out Purple Pride parent letters
    Person: Behavior Management Team
    Activity: Explanation of program

May 30, 2010: Report 2007-2008 average of students earning Purple Pride incentive
    Person: Lana Dougherty
    Activity: Collect baseline data

Technology Coordination

Jun 2, 2008: Collect end of year data for the 2007-2008 school year
    Person: Shirley Bryant
    Activity: Collect baseline data

Jul 22, 2008: Explain to the teachers the purpose of the log, how to use it, and the importance of accurate data
    Person: Technology Team
    Activity: Strategy Review

Jul 22, 2008: Make available the Typing and Technology Curriculum to teachers
    Person: Technology Team
    Activity: Strategy Review

Jul 28, 2008: Put the lab schedule on the outside of the computer lab door
    Person: Shirley Bryant
    Activity: Information Building

Jul 28, 2008: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Jul 28, 2008: Create a bulleting board highlighting math problem solving and language arts reading comprehension standards and corresponding software and websites
    Person: Suzan Barnickle and Liz Schigur
    Activity: Teacher Resources

Aug 13, 2008: Parents will be informed that students use a computer at least once a week for learning.
    Person: All teachers
    Activity: Information Building

Aug 28, 2008: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Sep 10, 2008: Solicit ideas from teachers for possible new software programs
    Person: Shirley Bryant
    Activity: Teacher Resources

Sep 28, 2008: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Oct 28, 2008: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Nov 3, 2008: Place a short article in the school newsletter first semester informing parents of technology use and resources. Likewise, the article will be placed in the local newspaper to inform the community.
    Person: Marsha Himmelhaver and Shirley Bryant
    Activity: Information Building

Nov 28, 2008: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Dec 28, 2008: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Jan 12, 2009: Collect first semester data
    Person: Shirley Bryant
    Activity: Collect first semester/trimester follow up data

Jan 28, 2009: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Feb 11, 2009: Solicit ideas from teachers for possible new software programs
    Person: Shirley Bryant
    Activity: Teacher Resources

Feb 27, 2009: Work on updating the Computer Software Catalog
    Person: Shirley Bryant
    Activity: Software Updates

Feb 28, 2009: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Mar 28, 2009: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Apr 6, 2009: Place a short article in the school newsletter second semester informing parents of technology use and resources. Likewise, the article will be placed in the local newspaper to inform the community.
    Person: Marsha Himmelhaver and Shirley Bryant
    Activity: Information Building

Apr 28, 2009: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

May 28, 2009: Students will use the lab and available software during their scheduled time to achieve mastery of math problem solving standards and language arts reading comprehension standards during the 2008-2009 school year.
    Person: Teachers
    Activity: Lab Scheduling

Jun 4, 2009: Collect second semester data
    Person: Shirley Bryant
    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.

	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*	
Jan 31	Session 5: 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 6: (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")*