

## **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:



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# 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](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

| PL221 REQUIREMENT |   | Required | Location in this Plan  |
|-------------------|---|----------|--|
| 1                 | Description and location of curriculum  | ✓        | Force Field Excerpt *  |
|                   | Titles and descriptions of assessment instruments to be used in addition to ISTEP+  | ✓        | Force Field Excerpt *  |
| 2                 | Statement of mission, vision, or belief (suggested but not required)  |          | Vision Statement   |
| 3                 | Summary of data derived from an assessment (implied but not required)   |          | May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a> |
| 4                 | Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)   |          | May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a> |
|                   | Conclusion - Parent involvement   | ✓        | Strategy Summary (Strategy A)  |
|                   | Conclusion - Technology as a learning tool  | ✓        | Strategy Summary (Strategy B)  |
|                   | Conclusion - Safe and discipline learning environment   | ✓        | Strategy Summary (Strategy C)  |
|                   | Conclusion – Professional development   | ✓        | Professional Development   |
| 5                 | Goal – Attendance rate  | ✓        | Strategy Summary (Strategy D)  |
|                   | Goals - % meeting ISTEP Standards   | ✓        | Academic Goals   |
|                   | Goals - % graduating (high schools only)  | ✓        | Academic Goals   |
| 6                 | Specific areas where improvement is needed immediately  | ✓        | Academic Goals<br>Areas of Concern<br>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<br>To-Do List  |
| 13                | Exceptional Learners – Gifted **  | ✓        | Strategy Summary (Strategy G1)   |
| 14                | Exceptional Learners – Special Education **   | ✓        | Strategy Summary (Strategy G2)   |

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Lana Dougherty - School Counselor
- Marsha Himmelhaver - Administrator
- Wendy Kennedy - Parent/Guardian
- Robin Oelker - Parent/Guardian
- Rebecca Uessler - 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 - substitute 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 assesment (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 assesment (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 assesment (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 throughout 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 management 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 achievement 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  |
|--|---|---|
| <i>Provide training on tools to assist in developing effective lessons for all learners.</i>   | Source:<br>State Professional Development Grant<br>Amount: \$ | Information<br>Skill Building<br>Feedback/Support<br>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<br>Administrators                                    | Talk to<br>Presentation/Workshop<br>Study Group<br>Professional Reading<br>Action Research<br>Networking/Site Visit |

### G2. Exceptional Learners - Special Education: Lesson Design

| Professional Development Activity  | Funding   | Activity Purpose  |
|--|---|---|
| <i>Provide training on tools to assist in developing effective lessons for all learners.</i>   | Source:<br>State Professional Development Grant<br>Amount: \$2,000.00 | Information<br>Skill Building<br>Feedback/Support<br>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                 |
|--|---|----------------------------------|
| <i>Teacher Observation</i>   | Source:<br>State Professional Development Grant<br>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<br>Presentation/Workshop |

| Professional Development Activity   | Funding   | Activity Purpose   |
|---|---|--|
| <i>Professionally develop research gender strategies</i>  | Source:<br>State Professional Development Grant<br>Amount: \$1,000.00 | Information<br>Skill Building<br>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<br>Counselors<br>Administrators                              | Talk to<br>Presentation/Workshop<br>Professional Reading<br>Action Research<br>Networking/Site Visit |

| Professional Development Activity   | Funding   | Activity Purpose                                |
|---|---|---|
| <i>Research gender achievement</i>  | Source:<br>State Professional Development Grant<br>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<br>Presentation/Workshop<br>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 assessment (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 assessment (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 assesment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assesment (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 individual

**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 individual

**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 individual

**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:** 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 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:** 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 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 individual

**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 individual

**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 individual

**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 individual

**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 Card 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.

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