

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:01:49

Taylor Intermediate School (2893)

Taylor Community School Corp

Kokomo, 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

Taylor Intermediate 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 Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Elizabeth Andrews - Teacher
- Janet Middlesworth - Teacher
- Renee Morandi - Teacher
- Janet Parker - School Counselor
- Paula Ritenour - Teacher
- Mindy Shepard - Parent/Guardian
- Pamela Stamm - Teacher
- Stan Williams - Administrator

Strategy Chairs

- Betty Andrews
- Becky Barnett
- Lynn Durham
- Lynn Henry
- Janet Middlesworth
- Yvonne Petty
- Paula Ritenour
- Clarice Roberts
- Mindy Shepard
- Terri Strunk
- Judy Weirauch
- Audrey Wunderlich

Community Council

- James Andrews - Attorney
- Lynn Durham - Title 1
- Julie Hewitt - Family Business
- Carrey Howerton - Homemaker
- Michael Peters - Engineer
- Ora Peters
- Clarice Roberts - Title 1 aide
- Erin Salyers - Homemaker
- Mindy Shepard - Homemaker
- Stephen Tebbe - Engineer
- Dwaine Underwood - Teacher

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 safe, positive, healthy learning environment where the facilities offer the most appropriate and conducive atmosphere to stimulate learning. All students deserve to be surrounded by a staff that is highly educated, motivated and enthusiastic about teaching. They deserve a staff that has high expectations for every student's success and provides a challenging curriculum, meeting the needs of every student by supporting, reinforcing and encouraging them to achieve to the best of their ability, doing so by adapting affective and updated techniques and strategies to accommodate each individual learning style. All students deserve consistent guidelines and beneficial consequences to foster an atmosphere of respect toward others and responsibility for their accomplishments. All students deserve to be appropriately challenged and adequately counseled according to their needs. All students should be constructively directed and consistently rewarded for their achievements, through a supportive network of administration, faculty, staff, parents and community.

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

all teachers and parents ensure that all students meet state and local standards. All adults have high expectations therefore all children are provided a challenging curriculum through various learning opportunities. Adults provide a safe school environment which includes modern technology, educational and career guidance and is free from disruptions. Adults provide instructional consequences when students misbehave rather than or in addition to punitive consequences. Parents are actively involved in their child's education by listening, volunteering, encouraging, and motivating them to achieve their highest potential. Parents ensure that children attend school regularly, teach them to set goals for themselves, and work toward attaining them, instilling in every child the need for higher education. Community members are highly involved supporting the school with their time and resources, tutoring, participating in the community council, athletic events, and helping with career interest activities for the students. Businesses sponsor field trips to their work site to give students the opportunity to observe workers on the job to spark career interests and teach students the self management skills they are learning now will be something they will need for their future. As a community we will provide our children with the necessary skills to be responsible, successful, and productive members of society.

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

enthusiastically come to school believing they deserve the best education possible and experience true success. All students learn and perform to their highest potential. Students are eager to participate in class, learning new content, actively working in small groups, exhibiting the benefits of productive team work, displaying great personal management skills, and having a positive outlook toward working. They strive hard to meet the high expectations of their parents, teachers, community members, and themselves. They are confident, work hard, and take pride in what they do. Because of the support, respect, encouragement, and counseling they receive from adults, students display high self esteem, have positive peer relations, and have outstanding student achievement. They are eager to be productive, proud of their accomplishments, and strive to be exemplary members of the community and society. All students are motivated, planning for their future. All students have a determination to further their education and pursue precise career goals.

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

- % of students who master ISTEP Essential Skills: 100%
- % of students who are at or above grade level in Reading: 100%
- % of students who are at or above grade level in Math: 100%
- % of students who : %
- % of students who : %

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	
86%	69%	72%	68%	75%	74.7%	76		77		78		100%

4th Grade Girls Students - who master multiplication facts by passing 4 minute timed 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	
	75%	78%	79%	82%	*74.8	76		78		80		100%

All ISTEP tests - Average Percent Passing ISTEP Language Arts (all tested grades)

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	
78%	73%	76%	67%	79%	72%	75		77		79		100%

All ISTEP tests - Average Percent Passing ISTEP Math (all tested grades)

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	
73%	66%	69%	69%	72%	77%	75%		78%		79		100%

Class of 2014 - % passing ISTEP MATH Computation

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	
	54%	57%	75%	60%	76%	63%		66%		68		100%

Class of 2014 - % passing ISTEP 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	
	65%	68%	70%	71%	69%	72		73		74		100%

Special Ed. Students - % passing ISTEP Math Computation

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	
			19%	20%	62.5%	21%		22%		25		100%

Special Ed. Students - % Passing ISTEP 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	
			19%	20%	31.5%	21%		22%		23		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: Language Arts teachers feel as though teaching methods have not addressed students weaknesss in writing.

Language Arts teachers have discussed and decided students don't perform well on short essay questions.

Concern: Teachers reported that students need additional time on instruction to increase reading comprehension.

Students did not spend additional time during the school day on Reading Comprehension.

Concern: Teachers will help students set realistic academic and personal goals.

Teachers feel that students need direction in their academic and personal lives and that writing personal and academic goals will give them direction.

Concern: Students will work on math facts on a daily basis.

Teachers were frustrated with the inability of students to do higher level math because of a lack of memorization of basic math facts.

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

Focus on Math Facts

Students will use mastering the math facts program with their teachers 10 to 15 minutes per day to learn addition, subtraction, multiplication, and division.

Promote Personal Goals

Teachers will help students understand the process of setting, writing, and achieving personal and academic goals to help them plan for their future. 4th and 5th grade Reading Teachers will complete at least one goal setting activity every nine weeks.

Reinforce Reading Comprehension Skills

Reading Comprehension Skills will be taught to the students daily by the Reading Teachers and the Librarian using short answer essay questions.

Restructure Lang. Writing Conventions & Applications 4th and 5th grade

Teachers will meet monthly for a restructuring of the 4th and 5th grade language program. The meetings scheduled will give the teachers the time to collaborate in an effort to improve the language arts scores for all 5th grade students.

Required Strategies

A. Parent Involvement: Parent Participation

During the school year school personnel will work in partnership with parents to help them feel comfortable and welcome in the school setting and to take a more active role in their child's education.

B. Technology Coordination: Utilize Technology

Students will have computer lab three times a week in which they will learn computer skills and use computer programs. The labs will also be used weekly to keep track of student progress in academic areas.

C. Safe and Disciplined Learning Environment: Promote Good Citizenship

Good citizenship is promoted during the school year throughout the building by the staff by acknowledgement and positive reinforcement.

D. Attendance: Enforce Attendance Policy

Parents & students will be informed of the attendance policy at planned parent informational meetings, on the website, by formed letter and in the handbook every student will receive. Students will be expected to attend school on a regular basis so that they can receive daily educational instruction. They will be supported by the principal, staff, and parents. Students will receive a form letter for unexcused absences. Students that have repeated unexcused absences will be reported to the attendance officer and will be monitored.

G1. Exceptional Learners - Gifted: High Achievers

Each grade level provides an advanced reading and math class to students who qualify.

G2. Exceptional Learners - Special Education: Special Education

General and Special Education teachers working together daily to utilize classroom aides, IEP's and inclusion to help each special education child perform to his or her best ability.

H. Cultural Competency: Breaking Cultural Barriers

Students at Taylor Intermediate will learn about other cultures throughout the school year through Social Studies, Reading and field trips. The Middle School has an interactive International Festival in the Spring that all of our students attend.

Professional Development

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

Focus on Math Facts

Professional Development Activity	Funding	Activity Purpose
<i>New methods to teach math facts</i>	Source: Taylor Community Schools Amount: \$1000.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will attend conferences, do peer tutoring, visit other corporations, and lower grade levels within our coporation to learn new methods to teach math.	Teachers	Presentation/Workshop Peer Coaching Networking/Site Visit

Promote Personal Goals

Professional Development Activity	Funding	Activity Purpose
<i>Inservice discussions for Personal Goals Strategy</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will be instructed on goal writing during October 6, School Improvement.	Teachers Administrators	Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Goal Writing for Promote Personal Goals Strategy</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will practice writing goals during October 6, School Improvement.	Teachers Administrators	Peer Coaching

Reinforce Reading Comprehension Skills

No professional development is needed for this strategy.

Restructure Lang. Writing Conventions & Applications 4th and 5th grade

Professional Development Activity	Funding	Activity Purpose
<i>Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades</i>	Source: Taylor Community Schools Amount: \$300.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Language teachers will be released for one afternoon per month to evaluate the progress of their language classes in regard to state standards and testing standards. This will require a substitute per language teachers for one-half day per month.	Teachers	Peer Coaching Reflective Writing Networking/Site Visit

A. Parent Involvement: Parent Participation

No professional development is needed for this strategy.

B. Technology Coordination: Utilize Technology

Professional Development Activity	Funding	Activity Purpose
<i>Northwest Evaluation Training for Technology Coordination.</i>	Source: Taylor Community Schools Amount: \$500.00	Feedback/Support
Brief Description	Intended Participants	Activity Format
Lab directors will attend training for Northwest Evaluation Program.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff will update computer skills for Technology Coordination.</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Technology staff will be available to train teaching staff as needed.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will update their webpages for Technology Coordination.</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Technology staff will inservice the teachers on webpage set-up and updates.	Teachers Administrators	Presentation/Workshop

C. Safe and Disciplined Learning Environment: Promote Good Citizenship

No professional development is needed for this strategy.

D. Attendance: Enforce Attendance Policy

No professional development is needed for this strategy.

G1. Exceptional Learners - Gifted: High Achievers

No professional development is needed for this strategy.

G2. Exceptional Learners - Special Education: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Inservices and workshops for Exceptional Learners: Special Education</i>	Source: Taylor Community Schools Amount: \$1000.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers should attend inservices and workshops addressing Individualized Instruction, Federal Law NCLB, and Article 7 revisions.	Teachers Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Language Arts teachers feel as though teaching methods have not addressed students weaknesses in writing.

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)

Strategies to Impact This Concern:

- Restructure Lang. Writing Conventions & Applications 4th and 5th grade

Concern: Teachers reported that students need additional time on instruction to increase reading comprehension.

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- Class of 2014 -- % passing ISTEP Reading Comprehension
- Special Ed. Students -- % Passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- Reinforce Reading Comprehension Skills

Concern: Teachers will help students set realistic academic and personal goals.

Data Targets Influenced by This Concern:

- 4th Grade Girls Students -- who master multiplication facts by passing 4 minute timed test.
- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- All ISTEP tests -- Average Percent Passing ISTEP Math (all tested grades)
- Special Ed. Students -- % passing ISTEP Math Computation
- Special Ed. Students -- % Passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- Promote Personal Goals

Concern: Students will work on math facts on a daily basis.

Data Targets Influenced by This Concern:

- 4th Grade Girls Students -- who master multiplication facts by passing 4 minute timed test.
- All ISTEP tests -- Average Percent Passing ISTEP Math (all tested grades)
- Class of 2014 -- % passing ISTEP MATH Computation
- Special Ed. Students -- % passing ISTEP Math Computation

Strategies to Impact This Concern:

- Focus on Math Facts

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- 4th Grade Girls Students -- who master multiplication facts by passing 4 minute timed test.

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Participation

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 4th Grade Girls Students -- who master multiplication facts by passing 4 minute timed test.
- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- All ISTEP tests -- Average Percent Passing ISTEP Math (all tested grades)
- Special Ed. Students -- % passing ISTEP Math Computation
- Special Ed. Students -- % Passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- B. Technology Coordination: Utilize Technology

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- All ISTEP tests -- Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Promote Good Citizenship

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- All ISTEP tests -- Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- D. Attendance: Enforce Attendance Policy

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- All ISTEP tests -- Average Percent Passing ISTEP Math (all tested grades)
- Class of 2014 -- % passing ISTEP MATH Computation

- Class of 2014 -- % passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: High Achievers

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Class of 2014 -- % passing ISTEP MATH Computation
- Class of 2014 -- % passing ISTEP Reading Comprehension
- Special Ed. Students -- % passing ISTEP Math Computation
- Special Ed. Students -- % Passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- All ISTEP tests -- Average Percent Passing ISTEP Math (all tested grades)
- Class of 2014 -- % passing ISTEP MATH Computation
- Class of 2014 -- % passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- H. Cultural Competency: Breaking Cultural Barriers

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:	Principal's Office on shelf	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes, ISTEP and NWEA both to 4th and 5th.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Attendance

Aug 14, 2008: Percentage of students missing 10 days or less for the 2007-2008 school year.

Person: Terri Strunk

Activity: Collect baseline data

Aug 18, 2008: The school counselor will meet with students who have missed 3 days of school in a grading period.

Person: Janet Parker

Activity: Counselor meet with students

Aug 18, 2008: The corporation or building designated truant officer arrange for pick up of students not able to get to school.

Person: Truant officer

Activity: Truant officer pick up students

Sep 9, 2008: Mrs. Strunk will send home letters to parents after students have missed 5 days of school.

Person: Terri Strunk

Activity: Letters sent home

Oct 3, 2008: Every month give a small award for all of the students not missing any school days.

Person: Classroom teachers

Activity: Rewards for good attendance

Oct 10, 2008: Rewards will be given at the end of each grading period for perfect attendance.

Person: Classroom teachers

Activity: Rewards for good attendance

Dec 19, 2008: Percentage of students missing 10 days or less for the first semester of the 2008-2009 school year.

Person: Terri Strunk

Activity: Collect first semester/trimester follow up data

May 26, 2009: Percentage of students missing 10 days for the 2008-2009 school year.

Person: Terri Strunk

Activity: Collect final semester/trimester follow up data

May 26, 2009: Have an end of the year party for those missing 9 days or fewer.

Person: Classroom teachers

Activity: Rewards for good attendance

Exceptional Learners - Gifted

May 9, 2008: Additional items will be added to the identification process.

Person: Betty Andrews

Activity: Identification

May 9, 2008: ISTEP and Northwest Test scores are used to place students in advanced reading and math classes in 4th and 5th grades.

Person: Betty Andrews

Activity: ISTEP and Northwest test score gathering.

Aug 18, 2008: Advanced Reading and Math classes will be taught at an accelerated pace.

Person: Staff

Activity: Accelerated pace

Aug 18, 2008: Higher level reading will be accessed through the use of Lexile Scores.

Person: Lynn Durham

Activity: Higher level reading

Aug 18, 2008: Higher level thinking skills materials will be used in advanced classes.

Person: Staff

Activity: Thinking Skills

Aug 25, 2008: Weekly vocabulary tests will be given to students.

Person: Reading Teachers

Activity: Vocabulary tests

Jun 1, 2009: Advanced classes offered in summer school.

Person: Stan Williams

Activity: Summer School

Exceptional Learners - Special Education

Aug 18, 2008: Implementation of IEP

Person: Special Education Staff

Activity: Conference with Teachers

Aug 18, 2008: Appropriate level of instruction for each student.

Person: Staff

Activity: Individualized Instruction

Aug 18, 2008: Assess students ability

Person: Special Education Staff

Activity: Individualized Instruction

Aug 18, 2008: Instruct to student's ability

Person: Staff

Activity: Individualized Instruction

Aug 18, 2008: Match curriculum to student

Person: Staff

Activity: Individualized Instruction

Aug 18, 2008: Attend inservices and workshops on Individualized Instruction, Federal Law NCLB, and Article 7 revisions

Person: Stan Williams

Activity: Inservices and workshops for Exceptional Learners: Special Education

Sep 9, 2008: Percentage of Teachers receiving IEP's on their special education students.

Person: Special Education Staff

Activity: Collect baseline data

Dec 5, 2008: Percentage of teachers updating their IEP files for their special education students.

Person: Special Education Staff

Activity: Collect first semester/trimester follow up data

May 1, 2009: Percentage of teachers updating their files for their special education students.

Person: Special Education Staff

Activity: Collect final semester/trimester follow up data

Focus on Math Facts

Aug 18, 2008: Drill

Person: Math Teachers

Activity: Learning Math Facts

Aug 18, 2008: Repetition

Person: Math Teachers

Activity: Learning Math Facts

Aug 18, 2008: Technology

Person: Math Teachers

Activity: Learning Math Facts

Aug 18, 2008: Make Flash Cards

Person: Math Teachers

Activity: Math facts

Aug 18, 2008: Strip tests

Person: Math Teachers

Activity: Math facts

Aug 18, 2008: Supplemental Materials

Person: Math Teachers

Activity: Math facts

Aug 18, 2008: Use games to reinforce skills

Person: Math Teachers

Activity: Math facts

Aug 18, 2008: Use overhead projector

Person: Math Teachers

Activity: Math facts

Aug 18, 2008: Attend conferences

Person: Stan Williams

Activity: New methods to teach math facts

Oct 6, 2008: Teacher to teacher conferencing

Person: Staff

Activity: New methods to teach math facts

Oct 15, 2008: Visit other corporations

Person: Stan Williams

Activity: New methods to teach math facts

Nov 12, 2008: Visit lower grades within the school corporation.

Person: Stan Williams

Activity: New methods to teach math facts

Parent Involvement

Aug 14, 2008: Use corporation e-mail to inform staff of upcoming events

Person: Chris Weeks

Activity: Inform Staff of Upcoming Events

Aug 18, 2008: Place event on back of menu

Person: Chris Weeks

Activity: Inform Parents of Events

Aug 18, 2008: Place event on web page
Person: Betty Andrews
Activity: Inform Parents of Events

Aug 18, 2008: Send home information about events
Person: Staff
Activity: Inform Parents of Events

Sep 8, 2008: Orientation/Open House
Person: PTO
Activity: PTO events

Oct 19, 2008: Fall Book Fair held in Media Center
Person: Lynn Durham
Activity: Book Fair

Oct 21, 2008: Fall Parent Teacher Conferences
Person: Staff
Activity: Conferences

Mar 9, 2009: Spring Book Fair held in Media Center
Person: Lynn Durham
Activity: Book Fair

Mar 12, 2009: Spring Parent Teacher Conferences
Person: Staff
Activity: Conferences

Mar 12, 2009: Breakfast with Parents
Person: PTO
Activity: PTO events

May 12, 2009: Project Fair held in all classrooms
Person: Staff
Activity: Project Fair

Promote Personal Goals

May 16, 2008: Count number of students who have signed the wall by May 16, 2008.
Person: Lynn Durham
Activity: Collect baseline data

Aug 18, 2008: Help Students identify their own personal interests to help in choosing books they will enjoy reading.
Person: Lynn Durham
Activity: Identifying interests

Aug 18, 2008: Teachers will model reading, by reading aloud to the students.
Person: Reading Teachers
Activity: Modeling reading

Aug 18, 2008: The students will be assessed weekly in their progress toward their goal.
Person: Lynn Durham
Activity: Setting Reading Goals

Aug 18, 2008: The Teachers and Students will set a yearly goal.
Person: Reading Teachers
Activity: Setting Reading Goals

Aug 18, 2008: Reading teachers will assist students in setting writing goals.
Person: Reading Teachers
Activity: Setting Writing Goals

- Sep 9, 2008:** Special identifications will be made to make book selection easier.
Person: Lynn Durham
Activity: Special Identification
- Oct 6, 2008:** Record the percentage of teachers using goal setting assignments in student portfolios.
Person: Lynn Durham
Activity: Collect baseline data
- Oct 6, 2008:** During inservice, teachers will practice writing goals.
Person: Steve Meadows
Activity: Goal Writing for Promote Personal Goals Strategy
- Oct 6, 2008:** During inservice, teachers will discuss how to set realistic goals for students.
Person: Steve Meadows
Activity: Inservice discussions for Personal Goals Strategy
- Jan 27, 2009:** Count number of students who have signed the wall by January 27, 2009.
Person: Lynn Durham
Activity: Collect first semester/trimester follow up data
- Jan 27, 2009:** Record the percentage of teachers who include goal setting assignments in student portfolios.
Person: Lynn Durham
Activity: Collect first semester/trimester follow up data
- May 22, 2009:** Count number of students who have signed the wall by May 22, 2009.
Person: Lynn Durham
Activity: Collect final semester/trimester follow up data
- May 22, 2009:** Record percentage of teachers who include goal setting assignments in student portfolios.
Person: Lynn Durham
Activity: Collect final semester/trimester follow up data

Reinforce Reading Comprehension Skills

- Aug 10, 2008:** Weekly Reader or Time for Kids will be ordered for each grade level.
Person: Terri Strunk
Activity: Weekly Reader/Time for Kids
- Aug 14, 2008:** Each student will be given a placement test in Computer Lab 2.
Person: Lynn Durham
Activity: Scholastic Reading Inventory
- Aug 14, 2008:** 4th Grade will answer questions at the end of each story in the reading textbook weekly
Person: 4th Grade Teachers
Activity: Short Answer Essay Questions
- Aug 14, 2008:** 5th Grade will utilize level readers and fresh reads weekly
Person: 5th Grade Teachers
Activity: Short Answer Essay Questions
- Aug 14, 2008:** Teachers in other content areas will use short answer essay questions weekly
Person: 4th and 5th Grade Teachers
Activity: Short Answer Essay Questions
- Aug 18, 2008:** Use Test Prep books
Person: Social Studies Teachers
Activity: Test Prep

- Aug 18, 2008:** Teachers will supplement Social Studies curriculum each week with either Weekly Reader of Time for Kids.
Person: Social Studies Teachers
Activity: Weekly Reader/Time for Kids
- Sep 9, 2008:** Percent of teachers using short essay questions to check Comprehension Activities Daily
Person: Janet Middlesworth
Activity: Collect baseline data
- Oct 6, 2008:** Students will sign the wall in the Media Center when a required number of books has been read and reported on.
Person: Lynn Durham
Activity: Wall of Readers
- Nov 12, 2008:** Percent of teachers using short answer essay questions to check Comprehension Activities Daily.
Person: Janet Middlesworth
Activity: Collect first semester/trimester follow up data
- Dec 7, 2008:** Students will sign the wall in the Media Center when a required number of books has been read and reported on.
Person: Lynn Durham
Activity: Wall of Readers
- Feb 8, 2009:** Students will sign the wall in the Media Center when a required number of books has been read and reported on.
Person: Lynn Durham
Activity: Wall of Readers
- Apr 12, 2009:** Students will sign the wall in the Media Center when a required number of books has been read and reported on.
Person: Lynn Durham
Activity: Wall of Readers
- May 1, 2009:** Percent of teachers using short essay questions to check Comprehension Activities Daily.
Person: Janet Middlesworth
Activity: Collect final semester/trimester follow up data

Restructure Lang. Writing Conventions & Applications 4th and 5th grade

- Aug 14, 2008:** Timed writing prompts
Person: Language Arts Teachers
Activity: Writing Activities
- Aug 14, 2008:** Writing Literary responses to literature questions
Person: Language Arts Teachers
Activity: Writing Activities
- Sep 8, 2008:** Release time to grade prompts
Person: Language Arts Teachers
Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades
- Sep 8, 2008:** Release time to meet with Language Arts teachers
Person: Language Arts Teachers
Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades
- Sep 8, 2008:** Timed Writing Prompts
Person: Aides
Activity: Remediation
- Sep 9, 2008:** Language teachers will plan the method they will use for alternating a period of grammar with a period of writing
Person: Language Arts Teachers
Activity: Alternate Grammar and Writing
- Sep 9, 2008:** Language teachers will make plans to focus heavily on conventions and writing applications
Person: Language Arts Teachers
Activity: Focus Heavily on Language Conventions and Writing Applications

Sep 9, 2008: Teachers will create a plan to spend more time on ISTEP preparation using black line masters--language teachers

Person: Renee Morandi and Paula Ritenour

Activity: ISTEP Preparation

Sep 15, 2008: Language teachers will pilot a writing prompt that will be given three times a year.

Person: Language Arts Teachers

Activity: Pilot an ISTEP Writing Prompt

Oct 13, 2008: Release time to meet with Language Arts teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Nov 8, 2008: Release time to observe fellow teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Nov 9, 2008: Release time to grade prompts

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Nov 9, 2008: Release time to meet with Language Arts teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Dec 8, 2008: Release time to meet with Language Arts teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Jan 11, 2009: Release time to grade prompts

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Jan 12, 2009: Release time to meet with Language Arts teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Feb 9, 2009: Release time to meet with Language Arts teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Mar 9, 2009: Release time to meet with Language Arts teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Mar 15, 2009: Release time to grade prompts

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Apr 13, 2009: Release time to meet with Language Arts teachers

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

May 17, 2009: Release time to grade prompts

Person: Language Arts Teachers

Activity: Release Times for Restructuring Language and Writing Conventions and Applications 4th and 5th Grades

Safe and Disciplined Learning Environment

Aug 18, 2008: Mrs. Andrews will identify and then show students websites that provide good character building skills.

Person: Betty Andrews

Activity: Character Building Online

Aug 18, 2008: Teachers will use good citizens as teacher's helpers. Those students will pass out papers, file papers, cut out laminated items, etc.

Person: Staff

Activity: Good Citizen/Teacher Helper

Aug 22, 2008: Teachers will use the student assignment books to correspond with parents on a daily basis concerning behavior and assignments.

Person: Staff

Activity: Assignment Book Correspondence

Sep 9, 2008: Yvonne Petty will gather information from teachers on what methods they have found effective as positive reinforcements for good behavior to share with each other.

Person: Yvonne Petty

Activity: Sharing Positive Practices

Sep 22, 2008: 5th Grade teachers will complete the "Be the Best You Can Be" program with the students. This program is provided by a grant from the Wildcat Creek Golf Course.

Person: 5th Grade Teachers

Activity: Be the Best You Can Be

Sep 30, 2008: Students with good citizenship are acknowledged by having their names posted on the bulletin board in the hallway as "Good Citizens"

Person: Chris Weeks

Activity: "Good Citizens" Bulletin Board

Sep 30, 2008: Percentage of teachers identifying "Good Citizens"

Person: Yvonne Petty

Activity: Collect baseline data

Sep 30, 2008: Percentage of Teachers identifying student of the month.

Person: Yvonne Petty

Activity: Collect baseline data

Sep 30, 2008: Percentage of teachers using assignment books to correspond with parents.

Person: Yvonne Petty

Activity: Collect baseline data

Sep 30, 2008: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper.

Person: Yvonne Petty

Activity: Students of the month

Oct 3, 2008: Yvonne Petty will send out an e-mail to all staff requesting positive reinforcement methods that they have used.

Person: Yvonne Petty

Activity: Peer Assistance/Share Effective Methods

Oct 30, 2008: Students with good citizenship are acknowledged by having their names posted on the bulletin board in the hallway as "Good Citizens"

Person: Chris Weeks

Activity: "Good Citizens" Bulletin Board

Oct 30, 2008: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper. Each classroom teacher will report to

Person: Yvonne Petty

Activity: Students of the month

Nov 11, 2008: Yvonne Petty will send out an email to staff listing the positive reinforcement methods gathered previously.

Person: Yvonne Petty

Activity: Peer Assistance/Share Effective Methods

Nov 30, 2008: Students with good citizenship are acknowledged by having their names posted on the bulletin board in the hallway as "Good Citizens"

Person: Chris Weeks

Activity: "Good Citizens" Bulletin Board

Nov 30, 2008: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper. Each classroom teacher will report to

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Activity: Students of the month

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Activity: "Good Citizens" Bulletin Board

Dec 30, 2008: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper. Each classroom teacher will report to

Person: Yvonne Petty

Activity: Students of the month

Jan 27, 2009: Percentage of teachers identifying "Good Citizens"

Person: Yvonne Petty

Activity: Collect first semester/trimester follow up data

Jan 27, 2009: Percentage of teachers identifying student of the month.

Person: Yvonne Petty

Activity: Collect first semester/trimester follow up data

Jan 27, 2009: Percentage of teachers using assignment books to correspond with parents.

Person: Yvonne Petty

Activity: Collect first semester/trimester follow up data

Jan 30, 2009: Students with good citizenship are acknowledged by having their names posted on the bulletin board in the hallway as "Good Citizens"

Person: Chris Weeks

Activity: "Good Citizens" Bulletin Board

Jan 30, 2009: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper. Each classroom teacher will report to

Person: Yvonne Petty

Activity: Students of the month

Mar 2, 2009: Students with good citizenship are acknowledged by having their names posted on the bulletin board in the hallway as "Good Citizens"

Person: Chris Weeks

Activity: "Good Citizens" Bulletin Board

Mar 2, 2009: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper. Each classroom teacher will report to

Person: Yvonne Petty

Activity: Students of the month

Apr 2, 2009: Students with good citizenship are acknowledged by having their names posted on the bulletin board in the hallway as "Good Citizens"

Person: Chris Weeks

Activity: "Good Citizens" Bulletin Board

Apr 2, 2009: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper. Each classroom teacher will report to

Person: Yvonne Petty

Activity: Students of the month

May 1, 2009: Percentage of teachers identifying "Good Citizens"

Person: Yvonne Petty

Activity: Collect final semester/trimester follow up data

May 1, 2009: Percentage of teachers identifying student of the month.

Person: Yvonne Petty

Activity: Collect final semester/trimester follow up data

May 1, 2009: Percentage of teachers using assignment books to correspond with parents.

Person: Yvonne Petty

Activity: Collect final semester/trimester follow up data

May 1, 2009: Yvonne Petty will compile a year-end report reflecting the use of new and repeated positive practices used by the staff.

Person: Yvonne Petty

Activity: Sharing Positive Practices

May 2, 2009: Students with good citizenship are acknowledged by having their names posted on the bulletin board in the hallway as "Good Citizens"

Person: Chris Weeks

Activity: "Good Citizens" Bulletin Board

May 2, 2009: Yvonne Petty will distribute a final list of positive reinforcement methods used by staff during the school year.

Person: Yvonne Petty

Activity: Peer Assistance/Share Effective Methods

May 2, 2009: Each classroom teacher will report to Yvonne Petty their choice for student of the month. Yvonne will photograph the individuals and groups, display the photographs in the front hallway and inform the local newspaper. Each classroom teacher will report to

Person: Yvonne Petty

Activity: Students of the month

Technology Coordination

Aug 13, 2008: Technology staff will be available to train teaching staff as needed on new or existing software.

Person: Technology Staff

Activity: Staff will update computer skills for Technology Coordination.

Aug 18, 2008: Create a list of programs to be used in both laboratories and classrooms.

Person: Betty Andrews

Activity: Collect baseline data

Aug 18, 2008: Computer Carts will be available to each grade level.

Person: Technology Director

Activity: Computer Carts for each grade level.

Aug 18, 2008: Inform Technology personnel when problems arise.

Person: Lynn Durham and Betty Andrews

Activity: Computer Labs operational.

- Aug 18, 2008:** Scholastic Reading Counts Testing
Person: Lynn Durham
Activity: Reading evaluation
- Aug 18, 2008:** Scholastic Reading Inventory Test
Person: Lynn Durham
Activity: Reading evaluation
- Aug 18, 2008:** Weekly updating of school website.
Person: Betty Andrews
Activity: School website will be kept updated.
- Aug 18, 2008:** Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.
- Aug 18, 2008:** Reading Counts Testing
Person: Lynn Durham
Activity: Students will use Laboratory 2 to assess reading progress.
- Aug 18, 2008:** Scholastic Reading Inventory Test given.
Person: Lynn Durham
Activity: Students will use Laboratory 2 to assess reading progress.
- Aug 18, 2008:** Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.
- Aug 18, 2008:** Inservice teachers on webpage set-up.
Person: Technology Director
Activity: Teachers will update their webpages for Technology Coordination.
- Aug 18, 2008:** Internet based programs will be used
Person: Lynn Durham and Betty Andrews
Activity: Use non funded resources
- Sep 2, 2008:** Lab directors will attend training for Northwest Evaluation Program
Person: Technology Director
Activity: Northwest Evaluation Training for Technology Coordination.
- Sep 15, 2008:** Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.
- Sep 15, 2008:** Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.
- Oct 20, 2008:** Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.
- Oct 20, 2008:** Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.
- Nov 16, 2008:** Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.

Nov 16, 2008: Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.

Nov 17, 2008: Northwest Test information entered.
Person: Technology Director
Activity: Computer Labs operational.

Dec 8, 2008: Winter Northwest Testing
Person: Lynn Durham and Betty Andrews
Activity: Northwest Testing

Dec 15, 2008: Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.

Dec 15, 2008: Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.

Jan 19, 2009: Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.

Jan 19, 2009: Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.

Jan 27, 2009: Check which computer programs from list are being used or have been completed by both laboratories and classrooms.
Person: Betty Andrews
Activity: Collect first semester/trimester follow up data

Feb 16, 2009: Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.

Feb 16, 2009: Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.

Mar 16, 2009: Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.

Mar 16, 2009: Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.

Apr 20, 2009: Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.

Apr 20, 2009: Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.

May 1, 2009: Check which computer programs from list have been completed in both laboratories and classrooms.
Person: Betty Andrews
Activity: Collect final semester/trimester follow up data

May 4, 2009: Spring Northwest Testing
Person: Lynn Durham and Betty Andrews
Activity: Northwest Testing

May 18, 2009: Technology training
Person: Betty Andrews
Activity: Students will have a weekly technology computer lab.

May 18, 2009: Remediation Lab twice a week.
Person: Lynn Durham
Activity: Students will work on remediation activities.

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