

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:03:21

Taylor Primary School (2895)

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 7
- Academic Goals 8
- Areas of Concern 10
- Strategies 11
- Professional Development 13
- Relationship Report -- Areas of Concern / Strategies / Data Targets 15
- Force Field Excerpt 18
- To-Do List 19
- Continuous Improvement Timeline 33

School Improvement Plan Introduction

Taylor Primary 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

- Erin Casper - Administrator
- April Frazier - Teacher
- Teri Hubbard - Teacher
- Jodi Keene - Community
- Julie Kobos - Teacher
- Kathi Minick - Parent/Guardian
- Sara Underwood - School Counselor

Strategy Chairs

- Lisa Baer
- Krista Burkhart
- Becky Davidson
- Aubray Deckard
- Kristy High
- Marianne Lipchik
- Janet Parker
- Shannon Shrader
- Kristi Welsh

Community Council

- Sherri Baker
- Fran Benham
- Deb Bonner
- Lani Doerhty
- Stephanie Doerhty
- Jenny Drang - teacher
- Dale Durham
- Tammy Hubbard
- Denise Isaac
- Jodi Keene
- Julie McFarland
- Kelly McMahan
- Kathi Minick
- Rachel Morgan
- Brent Owens
- Kim Owens
- Jackie Prather
- Doris Richardson
- Elsie Rutledge
- Jim Seidel
- Andrea Shaffer
- Scott Shaffer
- Deanna Shane
- Paula Shook

- Stephen Tebbe
- Jim Welsh
- Kristi Welsh - parent
- Jamie Wise

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe that all students deserve a safe, structured, caring environment in which qualified personnel offer creative educational experiences that utilize the best practices and available technology to create classrooms with positive, appealing climates. We believe that all students be held to high expectations and deserve a standards-based curriculum which requires discipline, motivation, and problem solving. We promote a love of the arts, student success, and enjoyment in learning. We believe that all students deserve respect that embraces cultural, ability, and ideological differences as well as offer opportunities for personal growth through service activities designed to develop honest, caring, and responsible citizens.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All educators are licensed personnel who offer a challenging curriculum with motivational and creative activities that include various learning styles. All teachers, parents, and community members place a high value on education and communicate this by participating in educational activities with students. Adults have clearly defined rules and expectations for behavior along with logical consequences and problem solving strategies to deal with misbehavior. Adults are positive role models who respect and value others while encouraging and acknowledging the personal best efforts made by students. Parents and teachers communicate through an assignment notebook that is discussed, signed, and returned with the student daily. Adults establish relationships with individual students in order to be a mentor and a confidante. Community members read to students, tutor, and provide resources, support, and career information.

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

In this environment where all adults are living by their core convictions, all students arrive at school each day on time and well fed and rested. The students exhibit responsibility, self-motivation, and self-confidence through good listening and on-task behaviors. The students demonstrate respect for all with well-mannered, empathetic behavior which results in little or no discipline problems. The students are realistic in their acceptance of life's circumstances, yet are also future-focused in their quest to achieve high expectations.

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

- % of students who 3rd graders mastering ISTEP essential skills: 100%
- % of students who % of students at or above grade level-reading: 100%
- % of students who % of students at or above grade level-math: 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	
69	62	70	69	72	73.4	75		77		79		100

3rd grade - 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	
64	54	69	70	75	69	72		74		76		100

3rd Grade - 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	
73	70	75	67	75	71	74		76		78		100

3rd Grade - Percent Mastery on ISTEP 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	
			68	73	88	78		80		82		100

3rd Grade - Percent Mastery on Writing Process

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	
			61	63		65		67		69		

Free and Reduced - 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	
63	54	65	54	60	56	58		60		62		100

Free and reduced - 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	
50	44	52	54	60	53	55		56		58		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: Instruction ~ Classroom Discussions

On average, 36% of students do not participate in classroom discussions when their teacher calls on them.

Concern: Instruction ~ student interest

On average, 35% of students report their teachers do not talk about things they like.

Concern: Standards Mastery

The focus of classroom teachers has turned toward the state standards. Students are expected to master the standards at their grade level and parents will receive standards based report cards expecting this information.

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

Instruction Alignment with State Standards

Teachers have developed a local curriculum which insures vertical alignment of skills and coordinates state and local standards. The TPS Math and Writing Committees will continue to monitor grade-level use of the local curriculum. Each committee will modify the curriculum as necessary. New teachers will receive instruction in using the local curriculum and assessments.

Title I Remediation

Title 1 staff will service identified Title 1 students in remedial reading and math in grades kindergarten through third grade. Some services will be provided within the classroom and others as a pull out program. Identified Title 1 students will receive services five days each week for 25 - 30 minutes. The students will receive extra instruction based on state standards, using alternate materials specifically aligned to the state standards.

Required Strategies

A. Parent Involvement

The Taylor Primary PTO, teachers, and administration are working together to increase the amount of opportunities for volunteers in the school. The PTO President, Parent Involvement Chair, and principal are working together to create a volunteer handbook providing necessary information to school volunteers. A volunteer orientation will be held at the beginning of the school year to go over the handbook, answer questions, and recruit volunteers for school activities.

B. Technology Coordination: Expansion of Technology Instruction

Continue to increase current amount of student and teacher computer usage and/or instruction by having a teacher inservice on the use of technology in instruction. An open lab will be accessible for teachers to provide more technology opportunities for every student. Teachers will access the lab 1-3 times per week for up to fifty minutes. The internet based ISTEP preparation/remediation program will be purchased for second and third grade students to use in the computer lab. Specifically teachers will learn how to use and update their classroom websites to enhance instruction for their students.

C. Safe and Disciplined Learning Environment: Character Education

Staff will continue to implement a school wide character education program that stresses the development of a common language of character traits and values. Specifically, the character education program will be based on the most beneficial and necessary character traits that will be mutually agreed upon by all staff members. The character traits to be taught throughout the year include: kindness, respect, responsibility, honesty, integrity, and pride. A character trait will be introduced to students by the principal and guidance counselor at a school wide convocation each nine-weeks. Parents will be informed through a newsletter sent home with students. The purpose of these traits will be to improve school wide behavior and promote positive interaction among students and staff. actions. Each nine weeks a special activity will be put in place to recognize students who are displaying the trait the students are learning. Recognition will occur through the morning announcements and newsletters.

C. Safe and Disciplined Learning Environment: Emergency Procedures

Currently, teachers and students participate in tornado drills four times per year, lock downs twice a year, and fire drills once a month. In an effort to improve our preparedness for emergency situations, teachers and staff will work together to create an emergency bag to hang beside the door of their classroom. This bag will include a flashlight, batteries, class roster, parent contact information, and teacher contact information, as well as information on what to do in each emergency situation. This will allow anyone in the room to take charge of an emergency situation whether it be a teacher, substitute, or any other adult who may be working with the students. In addition to the classroom bags, the teachers have a "Substitute Information Sheet" that is placed with plans if they will be out for the day. This uniform explanation of the emergency bag will allow everyone to keep our students safe.

D. Attendance: Compliance

All teachers will submit their attendance into STI by 8:20 every morning. The TPS secretary will closely monitor student attendance by entering parent notes and doctor's notes into the STI system as well. Each grade level will have a designated person responsible for monitoring the student accountability plan. Attendance is one component of this plan. The secretary will send home attendance letters once every nine weeks for students who have five or more absences.

D. Attendance: Perfect Attendance Incentives

Students who have perfect attendance each nine weeks will be entered into a drawing for a family activity such as bowling, miniature golf, or dining out. One student from each grade level will be drawn as a winner each nine weeks. In May, at the end of the fourth nine weeks there will be a separate drawing for a larger family activity prize such as water park tickets.

G1. Exceptional Learners - Gifted: Advanced Learners

Students who are identified as advanced learners through testing and teacher recommendation will participate in an enrichment class one hour per week. Students will be grouped by grade level and work on activities that meet their advanced needs. These classes will not only target student need, but also student interest as well as these are non-graded classes and provide enrichment only.

G2. Exceptional Learners - Special Education: Service

Students who are identified by the school psychologist as qualifying to receive special education services will be serviced in the least restrictive environment. The student will be assigned to a resource teacher and then as a result of a conference involving teachers, parents, and administration an IEP will be created for the student. This plan will be used to drive the student's instruction. All teachers who work with the student will receive a copy of the IEP and modifications will be made in all general education settings as necessary for each child's IEP. Students will receive services in the general education classroom and the resource room based on the level of service necessary for the success of the student. Their services are not based on grade level standards, but rather each student's present level of performance based on the state standards. Each IEP will be written to address the skills/standards the student needs to develop.

H. Cultural Competency: LEP Students

The Title 1 paraprofessionals will work with students on English/Language Arts skills who score at level 1 or level 2 on the LAS Links Placement test for one hour daily, each week in the Title 1 lab. In addition, teachers and staff will receive inservice training on how to modify lessons and grading for LEP students. This training will take place at the beginning of the 2007 - 2008 school year.

H. Cultural Competency: Low Income Students

Teachers will participate in a professional development program titled Working With Students from the Culture of Poverty. Over the course of the designated inservice time, teachers will view learning sessions and participate in discussions about acceptance, accommodation, and affirmation of our students who live in poverty. By learning more about where these students come from and what they experience day to day, teachers will be able to tailor their lessons to the specific knowledge base and interests of their students.

Professional Development

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

Instruction Alignment with State Standards

Professional Development Activity	Funding	Activity Purpose
<i>Six Traits Writing - Writing</i>	Source: Title 2 Amount: \$500.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be trained in the six traits writing process. A self review of the process will occur throughout the year and additional training will be provided as needed. Peer coaching and group discussions will also be held to increase the effectiveness of the uniform writing curriculum.	Teachers Administrators	Talk to Presentation/Workshop Study Group Peer Coaching

A. Parent Involvement

No professional development is needed for this strategy.

B. Technology Coordination: Expansion of Technology Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Teacher training.</i>	Source: Title 2 Amount: \$1000.00	Information
Brief Description	Intended Participants	Activity Format
Teachers will be trained to use the Study Island online student standards testing system. The teachers will learn how to manage student data and print reports. Follow up will be completed on a as needed basis.	Teachers Administrators Other	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Study Island Training</i>	Source: Title 2 Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will be trained either in person or complete an internet training on how to manage the Study Island program in the classroom and utilize all of the program features.	Teachers Administrators	Talk to Presentation/Workshop

C. Safe and Disciplined Learning Environment: Character Education

No professional development is needed for this strategy.

C. Safe and Disciplined Learning Environment: Emergency Procedures

No professional development is needed for this strategy.

D. Attendance: Compliance

No professional development is needed for this strategy.

D. Attendance: Perfect Attendance Incentives

No professional development is needed for this strategy.

G1. Exceptional Learners - Gifted: Advanced Learners

Professional Development Activity	Funding	Activity Purpose
<i>Teacher training</i>	Source: Title 2 Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Interested teachers will attend workshops on teaching advanced learners in the regular classroom.	Teachers	Talk to Presentation/Workshop

G2. Exceptional Learners - Special Education: Service

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Training</i>	Source: Title 2 Amount: \$400.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Interested teachers will attend workshops on how to teach and modify special needs students' work and how to manage behavior in the regular classroom setting.	Teachers	Talk to Presentation/Workshop

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: Instruction ~ Classroom Discussions

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts

Strategies to Impact This Concern:

Concern: Instruction ~ student interest

Data Targets Influenced by This Concern:

- Free and Reduced -- Passing ISTEP language arts
- Free and reduced -- Passing ISTEP math

Strategies to Impact This Concern:

- H. Cultural Competency: Low Income Students
- B. Technology Coordination: Expansion of Technology Instruction

Concern: Standards Mastery

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- 3rd Grade -- Percent Mastery on ISTEP Problem Solving
- 3rd Grade -- Percent Mastery on Writing Process
- Free and Reduced -- Passing ISTEP language arts
- Free and reduced -- Passing ISTEP math

Strategies to Impact This Concern:

- Instruction Alignment with State Standards
- Title I Remediation
- G2. Exceptional Learners - Special Education: Service

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts

Strategies to Impact This Concern:

- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts

Strategies to Impact This Concern:

- B. Technology Coordination: Expansion of Technology Instruction

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced -- Passing ISTEP language arts
- Free and reduced -- Passing ISTEP math

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Character Education
- C. Safe and Disciplined Learning Environment: Emergency Procedures

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts

Strategies to Impact This Concern:

- D. Attendance: Perfect Attendance Incentives
- D. Attendance: Compliance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- 3rd Grade -- Percent Mastery on ISTEP Problem Solving

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Advanced Learners

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- 3rd Grade -- Percent Mastery on ISTEP Problem Solving

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Service

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced -- Passing ISTEP language arts
- Free and reduced -- Passing ISTEP math

Strategies to Impact This Concern:

- H. Cultural Competency: LEP Students
- H. Cultural Competency: Low Income 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:	It is located in our main school office.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Third grade students take the ISTEP test. Second and third grade students take the NWEA test. Kindergarten, first and second grade are given the Indiana Reading Assessment. We also have a first grade screening test based on kindergarten skills. We will begin using Dibbles soon.	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 15, 2008: Run daily attendance reports

Person: Aubray Deckard

Activity: Attendance Monitoring

Aug 15, 2008: Send letters to parents of students who have missed 5, 7, or more than 9 school days as needed

Person: Aubray Deckard

Activity: Attendance Monitoring

Aug 15, 2008: Teachers enter student attendance daily into STI system

Person: Aubray Deckard

Activity: Attendance Monitoring

Oct 15, 2008: Create perfect attendance hallway display

Person: Erin Casper

Activity: Attendance Activities

Oct 15, 2008: Hold perfect attendance family prize drawing

Person: Erin Casper

Activity: Attendance Activities

Oct 15, 2008: Pass out perfect attendance certificates

Person: Aubray Deckard

Activity: Attendance Activities

Oct 15, 2008: Run perfect attendance report for first nine weeks

Person: Aubray Deckard

Activity: Attendance Activities

Dec 16, 2008: Create perfect attendance hallway display

Person: Erin Casper

Activity: Attendance Activities

Dec 16, 2008: Hold perfect attendance family prize drawing

Person: Erin Casper

Activity: Attendance Activities

Dec 16, 2008: Pass out perfect attendance certificates

Person: Aubray Deckard

Activity: Attendance Activities

Dec 16, 2008: Run perfect attendance report for second nine weeks

Person: Aubray Deckard

Activity: Attendance Activities

Feb 17, 2009: Create perfect attendance hallway display

Person: Erin Casper

Activity: Attendance Activities

Feb 17, 2009: Hold perfect attendance family prize drawing

Person: Erin Casper

Activity: Attendance Activities

Feb 17, 2009: Pass out perfect attendance certificates

Person: Aubray Deckard

Activity: Attendance Activities

Feb 17, 2009: Run perfect attendance report for third nine weeks

Person: Aubray Deckard

Activity: Attendance Activities

Apr 21, 2009: Create perfect attendance hallway display

Person: Erin Casper

Activity: Attendance Activities

Apr 21, 2009: Hold perfect attendance family prize drawing

Person: Erin Casper

Activity: Attendance Activities

Apr 21, 2009: Pass out perfect attendance certificates

Person: Aubray Deckard

Activity: Attendance Activities

Apr 21, 2009: Run perfect attendance report for fourth nine weeks

Person: Aubray Deckard

Activity: Attendance Activities

Exceptional Learners - Gifted

Aug 31, 2008: Review test scores from IRAT and NWEA testing

Person: Krista Burkhart

Activity: Titan Time

Sep 1, 2008: Group students into ability levels

Person: Krista Burkhart

Activity: Titan Time

Sep 2, 2008: Provide weekly instruction for ability level groups

Person: Krista Burkhart

Activity: Titan Time

Dec 1, 2008: Inservice on teaching gifted students in the regular classroom

Person: Erin Casper

Activity: Teacher training

Exceptional Learners - Special Education

Aug 14, 2008: Hold a meeting with all staff to explaining how the Special Education program will work within the school setting during the 2008 - 2009 school year

Person: Erin Casper

Activity: Information Sharing

Aug 14, 2008: Hold initial yearly meeting with Special Education staff to discuss program for 2008 - 2009 school year

Person: Erin Casper

Activity: Information Sharing

Oct 1, 2008: Resource Team Meeting

Person: Erin Casper/Diana Probasco

Activity: Information Sharing

Dec 1, 2008: Resource Team Meeting
Person: Erin Casper/Diana Probasco
Activity: Information Sharing

Dec 1, 2008: Provide workshop options for how to teach special needs students in the regular classroom.
Person: Erin Casper
Activity: Teacher Training

Jan 1, 2009: Resource Team Meeting
Person: Erin Casper/Diana Probasco
Activity: Information Sharing

Mar 1, 2009: Resource Team Meeting
Person: Erin Casper/Diana Probasco
Activity: Information Sharing

May 1, 2009: Resource Team Meeting
Person: Erin Casper/Diana Probasco
Activity: Information Sharing

Instruction Alignment with State Standards

May 1, 2008: Hold grade level meetings to evaluate the revised standards based report cards
Person: Erin Casper
Activity: Standards Based Report Cards

May 1, 2008: Distribute self checklist and record data
Person: Kristy High
Activity: Standards Self Checklist

May 13, 2008: Create teacher survey
Person: Kristy High
Activity: Creating and Distributing Teacher Surveys

May 15, 2008: Distribute teacher survey
Person: Kristy High
Activity: Creating and Distributing Teacher Surveys

May 27, 2008: Collect teacher surveys
Person: Kristy High
Activity: Creating and Distributing Teacher Surveys

Aug 15, 2008: Develop a standards self checklist for the teachers in each grade level
Person: Kristy High
Activity: Standards Self Checklist

Sep 1, 2008: Check to make sure that all grade level teachers have a math and writing binder
Person: Erin Casper
Activity: Math and Writing Binders

Sep 1, 2008: Have mentor teachers review math and writing binders with new teachers to the building
Person: Erin Casper
Activity: Math and Writing Binders

Sep 1, 2008: Review math binder
Person: Kristy High
Activity: Math Binder Review

Sep 1, 2008: Hold grade level meetings to evaluate current standards based report card
Person: Erin Casper
Activity: Standards Based Report Cards

- Sep 1, 2008:** Distribute self checklist and record data
Person: Kristy High
Activity: Standards Self Checklist
- Sep 1, 2008:** Review writing binder
Person: Sue Walker
Activity: Writing Binder Revision
- Sep 15, 2008:** Make revisions and or additions to current math binder
Person: Kristy High
Activity: Math Binder Review
- Sep 15, 2008:** Distribute binder additions to all teachers
Person: Sue Walker
Activity: Writing Binder Revision
- Sep 15, 2008:** Revise and add to current writing binders as needed
Person: Sue Walker
Activity: Writing Binder Revision
- Sep 30, 2008:** Distribute binder additions to all staff
Person: Kristy High
Activity: Math Binder Review
- Oct 1, 2008:** Hold school wide meeting to discuss the effectiveness of writing and math binders
Person: Erin Casper
Activity: Math and Writing Binders
- Oct 1, 2008:** Train all teachers in six traits writing
Person: Erin Casper
Activity: Six Traits Writing - Writing
- Oct 1, 2008:** Make revisions to standards based report cards based on September meeting
Person: Aubray Deckard
Activity: Standards Based Report Cards
- Nov 1, 2008:** Review six traits writing process with all teachers to ensure everyone is comfortable and competent with the process
Person: Erin Casper
Activity: Six Traits Writing - Writing
- Dec 1, 2008:** Distribute self checklist and record data
Person: Kristy High
Activity: Standards Self Checklist
- Dec 10, 2008:** Distribute teacher survey
Person: Kristy High
Activity: Distribute and collect first semester/trimester follow up data
- Dec 15, 2008:** Collect teacher surveys
Person: Kristy High
Activity: Distribute and collect first semester/trimester follow up data
- Jan 1, 2009:** Continue to monitor teacher comfort level with six trait writing process
Person: Erin Casper
Activity: Six Traits Writing - Writing
- Feb 1, 2009:** Provide additional six trait writing instruction to anyone who would like additional training
Person: Erin Casper
Activity: Six Traits Writing - Writing

- May 10, 2009:** Distribute teacher surveys
Person: Kristy High
Activity: Distribute and collect final semester/trimester follow up data
- May 15, 2009:** Collect teacher surveys
Person: Kristy High
Activity: Distribute and collect final semester/trimester follow up data

Parent Involvement

- May 1, 2008:** Count number of volunteers in sign-in book
Person: Kristi Welsh
Activity: Collect baseline data
- Aug 1, 2008:** Document number of parents at after school functions
Person: Kristi Welsh
Activity: After school functions
- Aug 1, 2008:** Family rewards for parent involvement
Person: Erin Casper
Activity: Increase parent involvement
- Aug 1, 2008:** Provide snacks/food at after school events
Person: Kristi Welsh
Activity: Increase parent involvement
- Aug 14, 2008:** Distribute surveys to teachers (for parents)
Person: Jenny Drang
Activity: Collect first semester/trimester follow up data
- Aug 14, 2008:** Send invitation
Person: Jenny Drang
Activity: PTO Volunteer Orientation Meeting
- Aug 19, 2008:** Send home checklist of volunteer opportunities
Person: Jenny Drang
Activity: Surveys
- Aug 19, 2008:** Send home parent survey (what they do)
Person: Jenny Drang
Activity: Surveys
- Aug 31, 2008:** Count names in sign-in book
Person: Kristi Welsh
Activity: Documenting Numbers
- Sep 4, 2008:** Conduct Meeting
Person: Jenny Drang
Activity: PTO Volunteer Orientation Meeting
- Oct 25, 2008:** Count the number of parents who attend parent-teacher conferences (2 times per year)
Person: Kristi Welsh
Activity: Documenting Numbers
- Dec 1, 2008:** Count number of volunteers in sign-in book
Person: Jenny Drang
Activity: Collect first semester/trimester follow up data
- Dec 1, 2008:** Tabulate responses from surveys
Person: Jenny Drang
Activity: Collect first semester/trimester follow up data

May 1, 2009: Count number of parents participating in parent teacher conferences
Person: Kristi Welsh
Activity: Collect final semester/trimester follow up data

May 1, 2009: Count number of volunteers in sign-in book
Person: Kristi Welsh
Activity: Collect final semester/trimester follow up data

Safe and Disciplined Learning Environment

Aug 14, 2008: Emergency Bag inventory check
Person: Teachers
Activity: Explanation of Emergency Bag

Aug 14, 2008: Hold full staff meeting to go over Emergency Bag contents
Person: Erin Casper
Activity: Explanation of Emergency Bag

Aug 14, 2008: Provide staff with necessary items for Emergency Bag
Person: Erin Casper
Activity: Explanation of Emergency Bag

Aug 14, 2008: In the meeting, explain the importance of implementing the traits and how it is going to be quite simple
Person: Janet Parker
Activity: Meet with the staff to discuss implementation

Aug 14, 2008: Plan a meeting to explain six character education traits to the teachers and explain their role in the process
Person: Janet Parker
Activity: Meet with the staff to discuss implementation

Aug 19, 2008: Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.

Aug 19, 2008: Using puppets and/or storytelling to discuss the importance of each of the six traits
Person: Janet Parker
Activity: Beginning of year grade level convocation

Aug 19, 2008: Color coded signs based on season/holiday
Person: PTO
Activity: Make signs of each trait to post in main hallway

Aug 19, 2008: Die cut symbols to place student names for posting in hallway
Person: PTO
Activity: Make signs of each trait to post in main hallway

Aug 19, 2008: Make a tree to to add symbols
Person: PTO
Activity: Make signs of each trait to post in main hallway

Aug 19, 2008: Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office

Aug 26, 2008: Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.

- Aug 26, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Sep 1, 2008:** Follow up in individual classrooms after convocations.
Person: Janet Parker
Activity: Classroom visits.
- Sep 1, 2008:** Have convocation.
Person: Janet Parker/Erin Casper
Activity: Convocations
- Sep 1, 2008:** Send home newsletters.
Person: Aubray Deckard
Activity: Send home newsletters.
- Sep 2, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Sep 2, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Sep 9, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Sep 9, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Sep 16, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Sep 16, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Sep 23, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Sep 23, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Sep 30, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Sep 30, 2008:** Using puppets and/or storytelling to discuss the importance of each of the six traits
Person: Janet Parker
Activity: Beginning of year grade level convocation
- Sep 30, 2008:** Color coded signs based on season/holiday
Person: PTO
Activity: Make signs of each trait to post in main hallway

- Sep 30, 2008:** Die cut symbols to place student names for posting in hallway
Person: PTO
Activity: Make signs of each trait to post in main hallway
- Sep 30, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Oct 7, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Oct 7, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Oct 14, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Oct 14, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Oct 21, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Oct 21, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Oct 28, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Oct 28, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Nov 4, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Nov 4, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Nov 10, 2008:** Using puppets and/or storytelling to discuss the importance of each of the six traits
Person: Janet Parker
Activity: Beginning of year grade level convocation
- Nov 10, 2008:** Color coded signs based on season/holiday
Person: PTO
Activity: Make signs of each trait to post in main hallway
- Nov 10, 2008:** Die cut symbols to place student names for posting in hallway
Person: PTO
Activity: Make signs of each trait to post in main hallway

- Nov 11, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Nov 11, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Nov 18, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Nov 18, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Nov 25, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Nov 25, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Dec 2, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Dec 2, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Dec 9, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Dec 9, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Dec 16, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Dec 16, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Dec 22, 2008:** Using puppets and/or storytelling to discuss the importance of each of the six traits
Person: Janet Parker
Activity: Beginning of year grade level convocation
- Dec 22, 2008:** Color coded signs based on season/holiday
Person: PTO
Activity: Make signs of each trait to post in main hallway
- Dec 22, 2008:** Die cut symbols to place student names for posting in hallway
Person: PTO
Activity: Make signs of each trait to post in main hallway

- Dec 23, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Dec 23, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Dec 30, 2008:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Dec 30, 2008:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Jan 6, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Jan 6, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Jan 13, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Jan 13, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Jan 20, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Jan 20, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Jan 27, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Jan 27, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Feb 2, 2009:** Using puppets and/or storytelling to discuss the importance of each of the six traits
Person: Janet Parker
Activity: Beginning of year grade level convocation
- Feb 2, 2009:** Color coded signs based on season/holiday
Person: PTO
Activity: Make signs of each trait to post in main hallway
- Feb 2, 2009:** Die cut symbols to place student names for posting in hallway
Person: PTO
Activity: Make signs of each trait to post in main hallway

- Feb 3, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Feb 3, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Feb 10, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Feb 10, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Feb 17, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Feb 17, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Feb 24, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Feb 24, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Mar 3, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Mar 3, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Mar 10, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Mar 10, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Mar 16, 2009:** Using puppets and/or storytelling to discuss the importance of each of the six traits
Person: Janet Parker
Activity: Beginning of year grade level convocation
- Mar 16, 2009:** Color coded signs based on season/holiday
Person: PTO
Activity: Make signs of each trait to post in main hallway
- Mar 16, 2009:** Die cut symbols to place student names for posting in hallway
Person: PTO
Activity: Make signs of each trait to post in main hallway

- Mar 17, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Mar 17, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Mar 24, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Mar 24, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Mar 31, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Mar 31, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Apr 7, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Apr 7, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Apr 14, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Apr 14, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Apr 21, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Apr 21, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- Apr 27, 2009:** Using puppets and/or storytelling to discuss the importance of each of the six traits
Person: Janet Parker
Activity: Beginning of year grade level convocation
- Apr 27, 2009:** Color coded signs based on season/holiday
Person: PTO
Activity: Make signs of each trait to post in main hallway
- Apr 27, 2009:** Die cut symbols to place student names for posting in hallway
Person: PTO
Activity: Make signs of each trait to post in main hallway

- Apr 28, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- Apr 28, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- May 1, 2009:** Develop survey
Person: Janet Parker
Activity: Staff Survey
- May 5, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- May 5, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- May 12, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- May 12, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- May 15, 2009:** Plan an end of the year wrap up as to the effectiveness of implementing these traits
Person: Janet Parker
Activity: Meet with the staff to discuss implementation
- May 15, 2009:** Distribute survey
Person: Janet Parker
Activity: Staff Survey
- May 19, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- May 19, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- May 26, 2009:** Names will be announced each Friday
Person: Aubray Deckard
Activity: Announcement of those who achieved trait.
- May 26, 2009:** Teachers will turn in names
Person: Teachers
Activity: Student names turned in to the office
- May 30, 2009:** Collect survey information
Person: Janet Parker
Activity: Staff Survey
- May 30, 2009:** Make changes to program based on survey results
Person: Janet Parker
Activity: Staff Survey

Technology Coordination

Mar 15, 2008: Purchase Study Island internet based ISTEP program for second and third grade

Person: Erin Casper

Activity: Increase available software

May 30, 2008: Research software/internet based programs suitable for grades K - 3

Person: Marianne Lipchik

Activity: Increase available software

Sep 1, 2008: Purchase appropriate software/internet based program for kindergarten and first grade

Person: Erin Casper

Activity: Increase available software

Sep 1, 2008: Professional development.

Person: Mariann Lipchick

Activity: Teacher training.

Sep 1, 2008: Provide refresher training on how to use STI student management system

Person: Erin Casper

Activity: Teacher training.

Oct 1, 2008: Provide training for Study Island internet based ISTEP program to second and third grade teachers

Person: Erin Casper

Activity: Study Island Training

Oct 1, 2008: Provide refresher training on how to update and use classroom webpage

Person: Erin Casper

Activity: Teacher training.

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>