

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:52:10**

### **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:



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

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

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Jami Beeler - Teacher
- Erin Casper - Administrator
- April Frazier - Teacher
- Teri Hubbard - Teacher
- Jodi Keene - Community Representative (Business)
- Linda Kellar - Teacher
- Julie Kobos - Teacher
- Kathi Minick - Parent/Guardian
- Kristi Welsh - Teacher

## Strategy Chairs

- Erin Casper
- Kristy High
- Teri Hubbard
- Janet Parker
- Shannon Richards

## Community Council

- Sherri Baker
- Jami Beeler - Teacher
- Fran Benham
- Deb Bonner
- Lani Doerhty
- Stephanie Doerhty
- Jenny Drang - teacher
- Dale Durham
- Jane Foesch - teacher/sub
- Carey Howerton - student
- Tammy Hubbard
- Denise Isaac
- Jodi Keene
- Linda Kellar
- Julie McFarland
- Kelly McMahon
- 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
- Joelle Townsend - substitute
- 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.

### 3rd grade - Passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69	70	75	69	72	72	74		76		78		100

### 3rd Grade - Passing ISTEP+ Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	67	75	71	74	74	76		78		80		100

### 3rd Grade - Percent Mastery on ISTEP Problem Solving

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68	73	88	78	73	75		77		79		100

### 3rd Grade - Percent Mastery on Writing Process

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	61	63		65	74	70		72		74		

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	69	72	73.4	75		77		79		81		100



**Free and Reduced - Passing ISTEP language arts**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	54	60	56	58	65	63		65		67		100

**Free and reduced - Passing ISTEP math**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52	54	60	53	55	59	60		62		64		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: Parent Involvement in Education**

When we reviewing data and identifying a group of students who may be falling below and need to be targeted, a teacher stated all of her students need to be targeted. This in turn led to discussion on students who are capable, but still do not get good grades or pass achievement tests because they do not care. This then led to a discussion on parent involvement, expectations, and knowledge of school expectations.

### Required Areas of Concern

#### **F. Encourage Rigorous Curriculum**

#### **I. Focused Academic Area**

#### **U. Focused Student Group**

# Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

## Required Strategies

### **F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness —**

Staff will increase parent awareness of the skills necessary for students as they enter each grade level. Students will complete a summer packet that includes preparation materials for the grade they will enter the next school year. At the beginning of the year parents will also complete a skills assessment sheet to document the skills their child had mastered during the previous grade level. This will help prepare students for their future school year as well as make teachers aware of the skills they have mastered upon their arrival.

### **I. Focused Academic Area: Math Problem-Solving —**

Teachers will provide extra help for students who struggle with math, particularly problem solving as indicated by our ISTEP+ results. A "problem solving" problem of the week will be instituted into each classroom as well as sending supplemental homework home with students. In August 2009, staff will be introduced to math problem solving supplements and activities that they will then begin using once a week in their classrooms. Parental awareness will also rise by implementing a weekly problem solving homework assignment.

### **I. Focused Academic Area: Reading Comprehension —**

Supplemental help for students who struggle with reading comprehension will be provided through reading homework activities, hands-on classroom activities, as well as vocabulary development. Starting in August and continuing throughout the school year, each week classrooms will focus on a "Word of the Week" that will stretch student knowledge due to the unfamiliarity with the specific vocabulary word and its meaning.

### **U. Focused Student Group: 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 students 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. The resource staff will work with the general education teachers and the administration to ensure that the programs are focused on student learning and challenge students on their level.

# Professional Development

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness

No professional development is needed for this strategy.

## I. Focused Academic Area: Math Problem-Solving

Professional Development Activity	Funding	Activity Purpose
<i>Share activities with staff.</i>	Source: Professional Development Funds Amount: \$1000.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Share activities and materials that will enhance problem-solving in the classroom.	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving Networking/Site Visit

## I. Focused Academic Area: Reading Comprehension

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Provide information and support materials to staff.</i>	Source: Professional Development Funds Amount: \$1000.00	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Staff will be presented with information to support their students reading comprehension needs in the classroom.	Teachers Administrators	Talk to Presentation/Workshop Professional Reading Collaborative Problem Solving Networking/Site Visit

## **U. Focused Student Group: Special Education Service**

No professional development is needed for this strategy.

# 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: Parent Involvement in Education

#### Data Targets Influenced by This Concern:

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

#### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness

## Required Areas of Concern

### F. Encourage Rigorous Curriculum (PL221)

#### Data Targets Influenced by This Concern:

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

#### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness

### I. Focused Academic Area (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
- 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:

- I. Focused Academic Area: Reading Comprehension
- I. Focused Academic Area: Math Problem-Solving

### U. Focused Student Group (PL221)

#### Data Targets Influenced by This Concern:

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

#### Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Service



## 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:	Our Central Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA-This is a computerized multiple choice test. The students begin answering questions and as they get them correct they move up in difficulty. If they get them wrong the questions become simpler. IRAT-This is a reading assessment of first grade students. It gives a general grade level reading ability.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We do not want to waive any of the rules or statutes.	Force Field Report G: Environment Additional Data #2



# To-Do List

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

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

## Encourage Rigorous Curriculum

**May 10, 2009:** Each grade level will meet to choose items for the summer packets.

**Person:** Teri Hubbard

**Activity:** Summer Packet Preparation

**May 28, 2009:** Review all data to determine effectiveness of strategy and make changes as needed.

**Person:** Shannon Richards

**Activity:** Compile Data

**May 28, 2009:** Summer packets will be compiled and handed out to students.

**Person:** Teri Hubbard

**Activity:** Summer Packet Preparation

**Aug 14, 2009:** Hold a meeting for all staff members to explain the grade level checklists and how they will be used in the classroom.

**Person:** Teri Hubbard

**Activity:** Informational Meeting

**Aug 14, 2009:** Hold a meeting to inform parents about the checklists and answer any questions they may have

**Person:** Shannon Richards

**Activity:** Informational Meeting

**Aug 14, 2009:** Create grade level skills assessment/checklist for parents broken down by semester

**Person:** Teri Hubbard

**Activity:** Parent Awareness with Grade Level Checklists

**Aug 15, 2009:** Send assessment home to parents

**Person:** Teri Hubbard

**Activity:** Parent Awareness with Grade Level Checklists

**Aug 20, 2009:** Summer Packets will be collected and reviewed.

**Person:** Teri Hubbard

**Activity:** Summer Packet Preparation

**Aug 25, 2009:** Count number of assessments returned

**Person:** Teri Hubbard

**Activity:** Parent Awareness with Grade Level Checklists

**Sep 1, 2009:** Count the number of completed summer packets to calculate percentage returned.

**Person:** Teri Hubbard

**Activity:** Compile Data

**Sep 1, 2009:** Count the number of skills checklists returned to calculate the percentage.

**Person:** Teri Hubbard

**Activity:** Compile Data

**Sep 1, 2009:** Provide parents who return checklists with a yet to be determined incentive.

**Person:** Shannon Richards

**Activity:** Offer Incentives

**Sep 1, 2009:** Provide students to who return summer packets with an incentive party.

**Person:** Kathi Minnick

**Activity:** Offer Incentives

**Sep 1, 2009:** Students who return summer packets will be treated to an incentive party.

**Person:** PTO

**Activity:** Summer Packet Preparation

**Sep 16, 2009:** Apply information gained from skills checklists to address classroom instruction and parent communication daily

**Person:** Classroom teachers

**Activity:** Parent Awareness with Grade Level Checklists

**Sep 16, 2009:** Review returned checklists and share information with the classroom teachers

**Person:** Teri Hubbard

**Activity:** Parent Awareness with Grade Level Checklists

## Focused Academic Area

**Feb , 2009:** View ISTEP+ results.

**Person:** Erin Casper

**Activity:** Collect baseline data

**Feb , 2009:** View ISTEP+ results.

**Person:** Rosie Goudy

**Activity:** Collect baseline data

**Aug 28, 2009:** View ISTEP+ results.

**Person:** Erin Casper

**Activity:** Collect first semester/trimester follow up data

**Aug 28, 2009:** View ISTEP+ results.

**Person:** Rosie Goudy

**Activity:** Collect first semester/trimester follow up data

**Aug 28, 2009:** Gather problem solving activities.

**Person:** Beth Seawell

**Activity:** Implement Math activities with problem solving focus in the classroom daily.

**Aug 28, 2009:** Gather reading comprehension activities.

**Person:** Erin Casper

**Activity:** Implement Reading Comprehension activities in the classroom daily.

**Sep 10, 2009:** Share activities with staff.

**Person:** Beth Seawell

**Activity:** Implement Math activities with problem solving focus in the classroom daily.

**Sep 10, 2009:** Share activities with staff.

**Person:** Erin Casper

**Activity:** Implement Reading Comprehension activities in the classroom daily.

**Sep 14, 2009:** Begin using activities daily in classrooms.

**Person:** All staff.

**Activity:** Implement Math activities with problem solving focus in the classroom daily.

**Sep 14, 2009:** Begin using activities daily in classrooms.

**Person:** All staff.

**Activity:** Implement Reading Comprehension activities in the classroom daily.

**Sep 15, 2009:** Provide weekly ongoing support for teachers.

**Person:** Erin Casper/Shannon Richards

**Activity:** Information Sharing

**Sep 15, 2009:** Share information with classroom teachers.

**Person:** Erin Casper

**Activity:** Information Sharing

**Sep 15, 2009:** Provide information and support through literature, workshops, and/or site visits to assist staff with the stated needs.

**Person:** Shannon Richards/Erin Casper

**Activity:** Provide information and support materials to staff.

**Sep 15, 2009:** Question teachers on specific classroom needs they are seeing daily.

**Person:** Shannon Richards

**Activity:** Provide information and support materials to staff.

**Sep 28, 2009:** Pass out ideas and materials.

**Person:** Sara Underwood

**Activity:** Share activities with staff.

**Aug 28, 2010:** View ISTEP+ results.

**Person:** Erin Casper

**Activity:** Collect final semester/trimester follow up data

**Aug 28, 2010:** View ISTEP+ results.

**Person:** Rosie Goudy

**Activity:** Collect final semester/trimester follow up data

## Focused Student Group

**Aug 14, 2009:** Hold a meetnig with all staff to explain how the Special Education program will work within the shcool setting during the 2009 - 2010 school year.

**Person:** Shannon Richards

**Activity:** Information Sharing

**Aug 14, 2009:** Hold intial meeting with Special Educaiont staff to discuss program for the 2009 school year.

**Person:** Shannon Richards

**Activity:** Information Sharing

**Oct 1, 2009:** Reasource Team Meeting

**Person:** Shannon Richards/Diana Probasco

**Activity:** Information Sharing

**Oct 1, 2009:** Resource Team Meeting

**Person:** Shannon Richards/Diana Probasco

**Activity:** Information Sharing

**Dec 1, 2009:** Resource Team Meeting

**Person:** Shannon Richards/Diana Probasco

**Activity:** Information Sharing

**Jan 1, 2010:** Resource Team Meeting

**Person:** Shannon Richards/Diana Probasco

**Activity:** Information Sharing

**Mar 1, 2010:** Resource Team Meeting

**Person:** Shannon Richards/Diana Probasco

**Activity:** Information Sharing

**May 1, 2010:** Resource Team Meeting

**Person:** Shannon Richards

**Activity:** Information Sharing

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u>	New Steering Team Member (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 &amp; Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
	Session 5:		
Feb 3	Session 6: <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 7: (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	1st Fri. in April: All submissions due online Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	1st Fri. in April: All submissions due online Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	1st Fri. in April: All submissions due online Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)