

School Improvement Plan - PL221 Version - 2009-2012

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Sycamore Elementary Sch (2943)

Kokomo-Center Twp Con Sch 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

Sycamore Elementary Sch

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
- Title I Schoolwide

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

- Kimberly Blake - Parent/Guardian
- Charley Hinkle - Administrator
- Marcella Pettigrew - Teacher
- Jenny Shaw - Teacher
- Suzy Smith - Teacher
- Mike Ward - Community Representative (Business)

Strategy Chairs

- Becky Farrington
- Dani Hamby
- Diane Hamilton
- Holly Kirkpatrick
- Carol Leakey
- Scott Quinn
- Lisa Reding
- Jennie Rhees
- Suzy Smith
- TBD TBD

Community Council

- Barb Conner - Education Consultant for Outreach Sites
- DeElla Hall - Retired
- Susan Heaslip - Parent
- Sajid Hussain - Doctor
- Ann Ihms - Retired (Board of Directors Carver Center)
- Whiteman Kapri
- Carlos Morales - Professor

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 to be surrounded by adults, who believe in them, support them, and have high expectations for their success at school regardless of outside environmental influences. We believe students deserve parents who understand the importance of education. We believe that all students deserve to learn at a rigorous (challenging) level and experience success at school. We believe all students deserve to safely make mistakes and learn from them. We believe all students deserve teachers who are positive, enthusiastic role models and who implement a variety of teaching strategies to engage and ensure student success in the real world. We believe all students who need extra help and time to experience success deserve to be given extra time and help. We believe that every child deserves rich educational and career guidance in order to develop a healthy, positive self image, personal management, productive team building skills, and a positive outlook toward working, leading to their understanding that the world is theirs. We believe that all students deserve to have dreams and guidance fulfilling their dreams.

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 teachers, parents, and community members place a high value on education. They actively communicate these expectations to all students through several one-on-one discussions each year. To ensure that all students learn, adults provide a safe and caring environment. All teachers are excited about their jobs, are knowledgeable of current educational research and practices, and are prepared for every class. Teachers have omitted âwatered downâ content from their curriculum and instead, present enriched, differentiated instruction that is challenging and is accompanied by extra help and time for students who need additional experiences in order to achieve success. Teachers use a variety of instructional and assessment methods to address different learning styles. Teachers involve students in research-based activities, as well as problem solving activities in which they can apply newly acquired content. Adults provide meaningful consequences when students misbehave rather than, or in addition to, punitive consequences. Parents are actively involved with their childrenâs education by communicating with teachers on a regular basis. Community partners provide links with industry, businesses, and charities that provide opportunity to connect with the real world.

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, students are enthusiastic about coming to school and experience tremendous success. They show pride in their school and community. All students are highly engaged in their learning. Students listen intently as the teacher explains new content and actively work in small groups or independently to solve real-world problems which require them to apply learned information. Students demonstrate mastery of content in a variety of manners including presentations, exhibitions, and verbal and non-verbal assessments. All students are able to transfer learning across disciplines and from the classroom to the real world. All students understand expectations, accept challenges, show motivation, and put forth an admirable effort into their education. All students display appropriate behavior and accept responsibility for their actions. All students demonstrate good citizenship and team-building skills by displaying core values of honesty, integrity, and respect.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Reading: 100%
- % of students who are at mastery on IRDA (K-2): 100%
- % of students who are at grade level DRA (K-2): 100%
- % of students who are at grade level on STAR Math (3-5): 100%
- % of students who are at grade level on STAR Reading (3-5): 100%
- % of students who are at mastery on ACUITY (3-5): 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 Grades 3-5 - 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	
					83%	86%		89%		92%		100%

All Students Grades 3-5 - 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	
					86%	89%		91%		94%		100%

Grade 1 General Education (Non-gifted) students - Mastering Reading Vocabulary on Spring Admin. IRDA

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%		80%		85%		100%

Grade 2 General Education (Non-gifted) Students - Mastering Reading Vocabulary on Spring Admin. IRDA

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%		80%		85%		100%

Grade 3 English Language Learners - Mastering Number Sense on ISTEP (Local Data Chart)

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	
					14%	25%		30%		35%		100%

Grade 3 English Language Learners - Mastering Reading Vocabulary on ISTEP (Local Data Charts)

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	
					29%	35%		40%		50%		100%

Grade 3 General education (Non-gifted) Students - Mastering Number Sense on ISTEP (Local Data Chart)

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	
					59%	65%		69%		72%		100%

Grade 3 General education (Non-gifted) students - Mastering Reading Vocabulary on ISTEP (Local Data Chart)

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	
					62%	66%		70%		75%		100%

Grade 4 English Language Learners - Mastering Number Sense on ISTEP (Local data charts)

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	
					57%	62%		67%		72%		100%

Grade 4 English Language Learners - Mastering Reading Vocabulary on ISTEP (Local Data Charts)

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	
					29%	35%		40%		45%		100%

Grade 4 General Education (Non-gifted) Students - Mastering Number Sense on ISTEP (Local Data Chart)

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	
					80%	84%		88%		92%		100%

Grade 4 General education (Non-gifted) students - Mastering Reading Vocabulary on ISTEP (Local Data Chart)

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%		79%		85%		100%

Grade 5 General Education (Non-gifted) Students - Mastering Number Sense on ISTEP (Local Data Chart)

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	
					87%	90%		94%		98%		100%

Grade 5 General Education (Non-gifted) Students - Mastering Reading Vocabulary on ISTEP (Local Data Chart)

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	
					79%	83%		86%		90%		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: Student accountability and purpose for learning

21% of students did not know if they would meet standards. We are concerned that they don't even know what Indiana Academic Standards are. Students don't know what they are expected to do, why they are learning certain items or what their learning style is. Kids don't know what real-life projects are.

Concern: Technology Needs and Training

Only 32% students said they used the computer to learn at least once a week. 60% of teachers indicated that they use the computer at least once a week for instruction.

Concern: Progress monitoring & Data Driven Instruction

There is a lack of continuity for monitoring student progress. Staff does not use assessment data consistently to plan instruction

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

PK-12 Assessment Alignment —

PK-12 formative and summative assessments for reading, writing and mathematics will be reviewed and selected by KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs. Staff will use assessment data to drive instruction and to monitor student progress. The district will coordinate the assessment alignment process which will begin in 2009-10 with reading and writing and continue in 2010-11 with mathematics. Each school needs to appoint a strategy chair to work on this district level strategy.

Student Awareness of Indiana State Standards —

Throughout the school year teachers will focus on teaching the Indiana Academic Standards in all subject areas. During the course of each grading period, teachers will create posters as a way of helping students be more aware of grade level core standards to which students have been exposed. The posters will be displayed on the outside walls around the auditorium. The display will be in sequential order from K-5 and progress from low level to high level standards. As standards are taught, teachers will visit the wall with their students to focus on the progression of standards. After learning each standard the students will put some type of representation on the wall to indicate that they have covered the standard.

Teacher Technology Needs and Training —

During the 2009-2010 school year, the Sycamore Elementary School technology committee will organize a list of technology and software that teachers need further training on. The technology committee will then provide a list of professional development opportunities to teachers for training in specific technology and software.

Required Strategies

A. Parent Involvement —

During the school year parents will be given opportunities to be involved with their students through activities at school. These activities are all coordinated through our parent involvement coordinator and include Donuts for Dad in September, Accelerated Reader workstation for parents to take tests with their student throughout the year, a monthly newsletter for literacy, Math/Science night in the spring, PTO sponsored Book Bingo, Movie night and Book Fair, and Secret Santa.

A. Parent Involvement: Parents assistance in learning —

As part of our Parent Open House and Parent Conferences, teachers in all grade levels will teach parents the strategies and techniques that are being taught to students in the classroom. These strategies will focus on reading, writing, and math skills. Each technique and strategy will be determined by grade level teachers based on the academic standards. After participating in the workshops, parents will be able to help their child(ren) at home by implementing the strategies and techniques learned. In addition, students will be sent home with a PAL(Parent Assisted Learning)packet at the end of the school year based on needs of each individual student. Parents will be given strategies to use these packets with their students over the summer months.

F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation —

PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies, and English/language arts. KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs will prepare curriculum frameworks and pacing guides for each content area. The district will coordinate the curriculum articulation process which will begin in 2009-10 as part of the textbook adoption process for mathematics and science. Curriculum articulation for English/language arts and social studies will continue during 2010-2011. Each school needs to appoint a strategy chair to work on this district level strategy

I. Focused Academic Area: Number Sense —

All K-5 teachers will use manipulatives for a hands-on approach to Number Sense. All teachers will establish routines using Calendar math, 100's charts, Math Stations, and/or Marcy Cook activities daily. Workshops and/or materials will be provided to teachers as needed.

I. Focused Academic Area: Vocabulary Development —

All teachers will implement the Simple 6 process of studying interesting/challenging vocabulary. Three new words will be introduced on the first day of every week, and for the remainder of the week, daily classroom activities will take place in order for students to begin understanding and using various vocabulary in their reading and writing development.

J. Instruction by Highly Qualified Teachers —

Instruction will be delivered by teachers who are highly qualified in the academic subjects in which they are the primary instructor. Evidence of this strategy will be collected and placed in the Teacher Roster - Highly Qualified Status chart located behind Tab 19-H in the School Improvement Plan. This chart shows each teacher's teaching assignment and gives evidence of how he/she became "Highly Qualified".

K. Attracting Highly Qualified Teachers —

Individual school websites promote community relations and provide information to attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program attracts high quality staff.

L. Early Childhood Transition: Kindergarten Readiness —

The kindergarten teachers will volunteer to present a welcome to kindergarten on the three district enrollment days. The kindergarten teachers will prepare a informational video, present children with activities, and complete paperwork with parents. The children will visit their classroom and receive a countdown to take home to anticipate the beginning of school. Prior to our welcome to kindergarten, we will plan with Head Start and other preschools to gather children for our district wide round up. The preschools and Head Start will assist us in locating families that live in our district that have children beginning kindergarten. By working together, our district and school can properly welcome families and help ease the transition.

M. Parent Notice - Assessment Results —

Sycamore School Staff will host a "Beginning of the Year BBQ/Open house," in which teachers will explain assessment purposes and standards. Parents will be given assessment results in a less-stressful environment. All parents will receive their child's assessment results in a language that the parent can understand. Staff will provide an explanation of the results to parents. The assessment results will also be mailed.

Q. School-Parent Involvement Policy —

Parents are invited to participate in the development and review of the School-Parent Involvement Policy at the Annual Title I meeting. All parents are mailed a copy of the policy by the Title I strategy chair prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. Parents of students enrolled after this time will receive the policy at enrollment.

R1. Parent Right-to-Know Letter - Qualifications —

The Parent Right-to-Know Letter is sent home with parents by the school at registration as part of the KCS Guide to Policies and Procedures Guide. Parents are required to sign receipt of this guide. A copy of this letter can be found in the School Improvement Plan behind Tab 19-K1.

R2. Parent Right-to-Know Letter - Non-Qualified Teacher —

The Parent Right to Know Letter (Non Highly Qualified) is distributed in a timely fashion by the school to parents of students who have been assigned, or been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

S. School-Parent Compact —

Our school develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students during parent conferences. Moreover, it is

mailed to all parents.

T. Annual Parent Meeting —

Parents are invited to attend the annual Title I meeting to learn about the school plan, curriculum, academic standards and assessments. Meetings are held at the school with sessions during the day and the evening. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents.

U. Focused Student Group: Limited English Language Learners —

ELL teachers and classroom teachers will collaboratively teach focused and strategic lessons that build background knowledge and content vocabulary for reading instruction weekly throughout the school year.

W. Timely Additional Assistance: Computer-assisted Learning —

Computer-assisted instructional programs (Study Island, Acuity) will be used to ensure that students who experience difficulty mastering Indiana Academic Standards will be provided with effective, timely additional assistance. Students will be assessed using Acuity Tests 3 times a year. These assessments will be used as prescriptive assessments as well as for progress monitoring. This assistance will be provided by Title One staff.

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.

Student Awareness of Indiana State Standards

Professional Development Activity	Funding	Activity Purpose
<i>Create PowerPoint to model a classroom journey to the standards wall</i>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Staff will view a PowerPoint Presentation that will model how we want teachers to increase their verbal articulation of the Indiana state standards.	Teachers Students	Talk to

Teacher Technology Needs and Training

Professional Development Activity	Funding	Activity Purpose
<i>Half Day Inservice</i>	Source: Professional Development/Teacher Fund Amount: \$50.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Technology needs will be addressed in a workshop format.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Technology Breakfast</i>	Source: Professional Development/Teacher Fund Amount: \$75.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Show preview of technology training and identify three areas of interest for training.	Teachers Administrators	Presentation/Workshop Collaborative Problem Solving

A. Parent Involvement: Parents assistance in learning

No professional development is needed for this strategy.

I. Focused Academic Area: Number Sense

Professional Development Activity	Funding	Activity Purpose
<i>Marcy Cook Math Round-Up</i>	Source: Title One Amount: \$100.00	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers who are not using Marcy Cook strategies will be invited to observe MC lessons and will be provided materials.	Teachers	Talk to Presentation/Workshop Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Organizational Strategies for Math Instruction</i>	Source: N/A Amount: \$0	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be given/shown suggestions by peers for ways to organize/store math manipulatives.	Teachers	Talk to Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Calendar Math</i>	Source: Title One Amount: \$300	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers who are not using Calendar Math will be invited to observe CM lessons and provided materials.	Teachers	Talk to Presentation/Workshop Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>100s Chart for Math Instruction</i>	Source: Title One Amount: \$50	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers who want to use 100 Charts in their classroom for Math will be invited to observe different strategy stations for using the chart.	Teachers	Presentation/Workshop Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
Math Stations	Source: Title One Amount: \$300	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers who are not using math stations will be invited to observe organization/implementation strategies in setting up stations.	Teachers	Presentation/Workshop Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
Classroom Modeling of different math strategies	Source: N/A Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Model math strategies in classrooms; provide support as needed as teachers practice.	Teachers	Presentation/Workshop Peer Coaching Networking/Site Visit

I. Focused Academic Area: Vocabulary Development

Professional Development Activity	Funding	Activity Purpose
Vocabulary Development Teacher Meeting	Source: NA Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
During the meeting: 1. Vocabulary development research discussed 2. Format of activities presented 3. Choice of classroom activities presented 4. Literacy coach assistance offered	Teachers Administrators	Presentation/Workshop Professional Reading

Professional Development Activity	Funding	Activity Purpose
Follow-up Vocabulary Development Teacher's Meeting	Source: NA Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
During the meeting: 1. Peer sharing 2. Reflections of success or lack of 3. Problem solving 4. Celebration 5. Literacy Coach assistance offered 6. Our next steps/direction	Teachers Administrators	Talk to Collaborative Problem Solving Other

Professional Development Activity	Funding	Activity Purpose
<i>Vocabulary Development Presentation</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
1. Teachers will meet before school 2. Vocabulary Team will present the gathered research on vocabulary development and teacher resource activity information 3. Discussion will be held about time management regarding implementation and assessment of strategy 4. Coaching help will be offered/discussed 5. Question/Answer period will follow	Teachers Administrators	Talk to Presentation/Workshop

L. Early Childhood Transition: Kindergarten Readiness

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

M. Parent Notice - Assessment Results

Professional Development Activity	Funding	Activity Purpose
<i>Organizational Day Meeting about Communicating ISTEP Results</i>	Source: None Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Task force will share effective strategies in communicating ISTEP results with parents.	Teachers Administrators	Talk to Presentation/Workshop

S. School-Parent Compact

No professional development is needed for this strategy.

U. Focused Student Group: Limited English Language Learners

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development on building background and content vocabulary</i>	Source: ESL Funds Amount: \$650	Information Skill Building
Brief Description	Intended Participants	Activity Format
1. Teachers will participate in a study group regarding building background and content vocabulary is "Learning Words Inside and Out". 2. Focus will be collaboration in applying strategies to reading instruction by grade level. 3. Identification will be made of schoolwide strategies to implement. 4. Follow up with peer observation and reflection. 5. End of year, review and revision of strategies implemented.	Teachers Administrators	Presentation/Workshop Study Group Professional Reading Collaborative Problem Solving

W. Timely Additional Assistance: Computer-assisted Learning

Professional Development Activity	Funding	Activity Purpose
<i>Training on computer assisted learning</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Title One teachers and Paraprofessionals implementing this strategy will be given training in Data Analysis, Lesson Assignment, and Reports.	Teachers Other	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: Student accountability and purpose for learning

Data Targets Influenced by This Concern:

- Grade 1 General Education (Non-gifted) students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 2 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 3 English Language Learners -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 3 General education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 4 English Language Learners -- Mastering Number Sense on ISTEP (Local data charts)
- Grade 4 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 4 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 4 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)

Strategies to Impact This Concern:

- Student Awareness of Indiana State Standards

Concern: Technology Needs and Training

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- Teacher Technology Needs and Training

Concern: Progress monitoring & Data Driven Instruction

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- PK-12 Assessment Alignment
- U. Focused Student Group: Limited English Language Learners
- W. Timely Additional Assistance: Computer-assisted Learning

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

- Grade 1 General Education (Non-gifted) students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 2 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 3 English Language Learners -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 3 General education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 4 English Language Learners -- Mastering Number Sense on ISTEP (Local data charts)
- Grade 4 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 4 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 4 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)

Strategies to Impact This Concern:

- A. Parent Involvement: Parents assistance in learning
- A. Parent Involvement

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:

- Grade 1 General Education (Non-gifted) students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 2 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 3 English Language Learners -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 3 General education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 4 English Language Learners -- Mastering Number Sense on ISTEP (Local data charts)
- Grade 4 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 4 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 4 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)

Strategies to Impact This Concern:

- I. Focused Academic Area: Number Sense
- I. Focused Academic Area: Vocabulary Development

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- Grade 1 General Education (Non-gifted) students -- Mastering Reading Vocabulary on Spring Admin. IRDA

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Readiness

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- Grade 1 General Education (Non-gifted) students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 2 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on Spring Admin. IRDA
- Grade 3 English Language Learners -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 3 General education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 4 English Language Learners -- Mastering Number Sense on ISTEP (Local data charts)
- Grade 4 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)
- Grade 4 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 4 General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 5 General Education (Non-gifted) Students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- Grade 3 English Language Learners -- Mastering Number Sense on ISTEP (Local Data Chart)
- Grade 3 English Language Learners -- Mastering Reading Vocabulary on ISTEP (Local Data Charts)

Strategies to Impact This Concern:

- U. Focused Student Group: Limited English Language Learners

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts
- All Students Grades 3-5 -- Passing ISTEP Math

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Computer-assisted Learning

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:	Kokomo Center School Corporation's Website	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP+ is given to grades 3-5. Indiana Reading Diagnostic Assessment is given to students in Kindergarten - 2nd grade.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We do not wish to consolidate programs, we coordinate funds.	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.

Early Childhood Transition

- Mar 31, 2009:** Committees are created to help organize round-up
Person: Carol Lutz
Activity: District wide round up
- Apr 1, 2009:** Head Start director locates children who will attend kindergarten
Person: Stephanie Biehn
Activity: District wide round up
- Apr 10, 2009:** Each committee completes designated task---managed by the Admin. Bldg
Person: Carol Lutz
Activity: District wide round up
- Apr 24, 2009:** Head Start Children visit kindergarten classrooms
Person: Danielle Hamby
Activity: District wide round up
- May 7, 2009:** Round up occurs
Person: Carol Lutz
Activity: District wide round up
- May 27, 2009:** Head Start produces a list of students attending each school
Person: Stephanie Biehn
Activity: District wide round up
- May 29, 2009:** Brochure/Packet Production
Person: Hamby
Activity: Welcoming to Kinder"garten": Together we Grow
- May 29, 2009:** Gather folders, pencils, pens, crayons, scissors,camera/Print labels
Person: Hamby, Jones, Hostetler, Osterkamp-Smith
Activity: Welcoming to Kinder"garten": Together we Grow
- May 29, 2009:** Locate Head of Cadet Teacher
Person: Osterkamp-Smith
Activity: Welcoming to Kinder"garten": Together we Grow
- May 29, 2009:** Locate Volunteers for the 3 days
Person: Hamby
Activity: Welcoming to Kinder"garten": Together we Grow
- May 29, 2009:** Planting
Person: Hostetler
Activity: Welcoming to Kinder"garten": Together we Grow
- May 29, 2009:** Produce Welcome Video/Powerpoint
Person: Jones
Activity: Welcoming to Kinder"garten": Together we Grow
- May 29, 2009:** Purchase sunflower seeds to eat
Person: Jones
Activity: Welcoming to Kinder"garten": Together we Grow

May 29, 2009: Reserve cafeteria, tables, chairs
Person: Osterkamp-Smith
Activity: Welcoming to Kinder"garden": Together we Grow

May 29, 2009: Sunflower Activity Prep.
Person: Osterkamp-Smith
Activity: Welcoming to Kinder"garden": Together we Grow

Aug 4, 2009: Check with Kindergarten Teachers to determine % of parents who feel that there is open parent communication and classroom interaction
Person: Danielle Hamby
Activity: Collect baseline data

Aug 10, 2009: Prepare Technology Supplies (Projector, DVD player)
Person: Hamby
Activity: Welcoming to Kinder"garden": Together we Grow

Dec 18, 2009: Check with Kindergarten Teachers to determine % of parents who feel that there is open parent communication and classroom interaction
Person: Danielle Hamby
Activity: Collect first semester/trimester follow up data

May 8, 2010: Check with Kindergarten Teachers to determine % of parents who feel that there is open parent communication and classroom interaction
Person: Danielle Hamby
Activity: Collect final semester/trimester follow up data

Focused Academic Area

Aug 21, 2006: Collect teacher data by walking around to classrooms to observe teacher implementation of the vocabulary instruction
Person: Ali Wade
Activity: Collect baseline data

Feb 5, 2009: Model Marcy Cook Math strategies in K-5 classrooms.
Person: Kim Collins, Cindy Gibson, Carol Leakey
Activity: Classroom Modeling of different math strategies

Feb 9, 2009: Discuss time management regarding implementation; visit classroom who's using strategy successfully
Person: Task Force
Activity: Time Management

Feb 24, 2009: Model Calendar Math in K-5 classrooms
Person: Kim Collins, Cindy Gibson, Carol Leakey
Activity: Classroom Modeling of different math strategies

Feb 24, 2009: Collect data to assess manipulative use in Math
Person: Kimberly Collins
Activity: Survey and Data Analysis

Mar 3, 2009: Analyzed data from survey to assess needs
Person: Carol Leakey
Activity: Survey and Data Analysis

Mar 9, 2009: Model uses for 100's Chart in K-5 classrooms
Person: Kim Collins, Cindy Gibson, Carol Leakey
Activity: Classroom Modeling of different math strategies

Mar 18, 2009: Met to discuss strategies to meet staff's needs.

Person: Carol Leakey, Kimberly Collins, Monelle Moon

Activity: Strategy Meeting

Aug 17, 2009: Determine % of teachers using manipulative for a hands-on approach to number sense learning

Person: Kimberly Collins

Activity: Collect baseline data

Aug 17, 2009: Implement professional development activities

Person: Task Force

Activity: Provide strategies to meet staff's needs

Aug 18, 2009: Round up teachers who are not using Calendar Math.

Person: Cindy Gibson

Activity: Calendar Math

Aug 20, 2009: Invite teachers during their specials to observe our Calendar math lessons.

Person: Task Force

Activity: Calendar Math

Aug 21, 2009: Select excerpts from Debbie Diller's book Making the Most of Small Groups Differentiation for All, Isabel L. Beck's book Bringing Words To Life, and Tim Rasinski's book Evidence-Based Instruction in Reading/A Professional Development Guide to Vocabulary

Person: Diane Hamilton

Activity: Gather research driven data for vocabulary development.

Aug 24, 2009: Collect/purchase/distribute calendar math materials to staff members in need.

Person: Task Force

Activity: Calendar Math

Aug 28, 2009: Compile and condense information onto a reference card for teachers. Include ideas for word collection, word study activities, and assessment strategies.

Person: Whole team

Activity: Develop teacher resource handout on vocabulary development.

Sep 9, 2009: Create teacher resource handouts; laminate.

Person: Whole Team

Activity: Distribute teacher resource and discuss implementation.

Sep 9, 2009: Round up teachers who are not using Marcy Cook.

Person: Monelle Moon

Activity: Marcy Cook Math Round-Up

Sep 9, 2009: Offer coaching and/or modeling of strategy in K-5 classrooms throughout the school year

Person: Diane Hamilton

Activity: School Literacy Coach

Sep 9, 2009: Discuss time management regarding implementation and assessment of strategy.

Person: Whole Team

Activity: Vocabulary Development Presentation

Sep 9, 2009: Distribute Teacher Resource.

Person: Whole Team

Activity: Vocabulary Development Presentation

Sep 9, 2009: Attend K-5 Vocabulary Development Workshop in order to discuss the usage of materials with classroom teachers.

Person: Whole Team

Activity: Vocabulary Development Teacher Meeting

- Sep 16, 2009:** Invite teachers during their specials to observe our Marcy Cook lessons.
Person: Task Force
Activity: Marcy Cook Math Round-Up
- Sep 23, 2009:** Observe and assess their use of calendar math.
Person: Task Force
Activity: Calendar Math
- Sep 23, 2009:** Collect/purchase/distribute Marcy Cook materials for staff members in need.
Person: Task Force
Activity: Marcy Cook Math Round-Up
- Sep 30, 2009:** Model and practice Marcy Cook.
Person: Task Force
Activity: Marcy Cook Math Round-Up
- Sep 30, 2009:** September 30, 2009: Offer coaching and or/modeling of strategy in K-5 classrooms throughout the school year.
Carol Leakey
Person: Carol Leakey
Activity: School Literacy Coach
- Oct 7, 2009:** Email teachers about Organizational Strategy Candy-Fest
Person: Kimberly Collins
Activity: Organizational Strategies for Math Instruction
- Oct 9, 2009:** Observe and assess their use of Marcy Cook.
Person: Task Force
Activity: Marcy Cook Math Round-Up
- Oct 9, 2009:** Set up different organizational strategy stations.
Person: Task Force
Activity: Organizational Strategies for Math Instruction
- Nov 9, 2009:** Email teachers about 100s Chart Chocolate-Fest
Person: Kim Maxwell
Activity: 100s Chart for Math Instruction
- Nov 12, 2009:** Set up different 100s chart strategy stations.
Person: Task Force
Activity: 100s Chart for Math Instruction
- Nov 12, 2009:** Round up teachers who are not using Math Stations.
Person: Monelle Moon
Activity: Math Stations
- Nov 17, 2009:** Set up different organizational strategy stations for teachers in need (new to the idea or as a refresher).
Person: Task Force
Activity: Math Stations
- Nov 20, 2009:** Collect teacher data by walking around to classrooms to observe teacher implementation of the vocabulary instruction
Person: Ali Wade
Activity: Collect first semester/trimester follow up data
- Nov 20, 2009:** Discuss progress of K-5 classrooms.
Person: Whole Team
Activity: Follow-up Vocabulary Development Teacher's Meeting
- Dec 10, 2009:** Observe Teachers to collect Data on Manipulative use and needs assessment
Person: Task Force
Activity: Survey and Data Analysis

- Dec 31, 2009:** Determine % of teachers using manipulative for a hands-on approach to number sense learning
Person: Kimberly Collins
Activity: Collect first semester/trimester follow up data
- Jan 10, 2010:** Implement anti-resistance strategies if needed determined by task force observation and assessment.
Person: Task Force
Activity: Provide more manipulative use strategies
- Feb 10, 2010:** Observe and assess use of professional development activities.
Person: Task Force
Activity: Provide strategies to meet staff's needs
- Feb 19, 2010:** Discuss progress of K-5 classroom teachers and/or refine skills
Person: Vocabulary Team
Activity: Follow-up Vocabulary Development Teacher's Meeting
- Apr 5, 2010:** Suggest ways to organize and store manipulatives
Person: Task Force
Activity: Manipulative Organization/Storage
- Apr 21, 2010:** Make final observation of teachers to collect Data on Manipulative use and needs assessment
Person: Task Force
Activity: Survey and Data Analysis
- May 14, 2010:** Collect teacher data by walking around to classrooms to observe teacher implementation of the vocabulary instruction
Person: Ali Wade
Activity: Collect final semester/trimester follow up data
- May 14, 2010:** Discuss progress of K-5 classroom teachers and/or refine skills
Person: Vocabulary Team
Activity: Follow-up Vocabulary Development Teacher's Meeting
- May 31, 2010:** Determine % of teachers using manipulative for a hands-on approach to number sense learning
Person: Kim Collins
Activity: Collect final semester/trimester follow up data

Focused Student Group

- ✓ **Apr 8, 2009:** Attend at Learning Words Inside and Out Seminar
Person: Holly Kirkpatrick
Activity: Professional Development on building background and content vocabulary
- May 1, 2009:** Determine the percent of teachers teaching focused and strategic lessons that build background knowledge and content vocabulary for reading instruction weekly.
Person: Marsha Wilson
Activity: Collect baseline data
- Aug 15, 2009:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Aug 28, 2009:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary
- Aug 31, 2009:** Conduct luncheons/after school refreshments to network every nine weeks.
Person: Marsha Wilson
Activity: Networking Time

- Sep 1, 2009:** Conduct training for teachers using Learning Words Inside and Out materials
Person: Holly Kirkpatrick
Activity: Professional Development on building background and content vocabulary
- Sep 1, 2009:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Sep 1, 2009:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Sep 15, 2009:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Sep 28, 2009:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary
- Oct 1, 2009:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Oct 1, 2009:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Oct 13, 2009:** Conduct training for teachers using Learning Words Inside and Out materials
Person: Holly Kirkpatrick
Activity: Professional Development on building background and content vocabulary
- Oct 20, 2009:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Oct 26, 2009:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary
- Nov 1, 2009:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Nov 1, 2009:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Nov 2, 2009:** Conduct luncheons/after school refreshments to network every nine weeks.
Person: Marsha Wilson
Activity: Networking Time
- Nov 17, 2009:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Nov 23, 2009:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary

- Nov 24, 2009:** Conduct training for teachers using Learning Words Inside and Out materials
Person: Holly Kirkpatrick
Activity: Professional Development on building background and content vocabulary
- Dec 1, 2009:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Dec 1, 2009:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Dec 15, 2009:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Dec 20, 2009:** Determine the percent of teachers teaching focused and strategic lessons that build background knowledge and content vocabulary for reading instruction weekly.
Person: Marsha Wilson
Activity: Collect first semester/trimester follow up data
- Dec 28, 2009:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary
- Jan 1, 2010:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Jan 1, 2010:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Jan 4, 2010:** Conduct luncheons/after school refreshments to network every nine weeks.
Person: Marsha Wilson
Activity: Networking Time
- Jan 19, 2010:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Jan 25, 2010:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary
- Feb 1, 2010:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Feb 1, 2010:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Feb 16, 2010:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Feb 22, 2010:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary

- Mar 1, 2010:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Mar 1, 2010:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Mar 8, 2010:** Conduct luncheons/after school refreshments to network every nine weeks.
Person: Marsha Wilson
Activity: Networking Time
- Mar 16, 2010:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Mar 22, 2010:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary
- Apr 1, 2010:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- Apr 1, 2010:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- Apr 20, 2010:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- Apr 26, 2010:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary
- May 1, 2010:** Determine the percent of teachers teaching focused and strategic lessons that build background knowledge and content vocabulary for reading instruction weekly.
Person: Marsha Wilson
Activity: Collect final semester/trimester follow up data
- May 1, 2010:** Identify tasks that ELL paraprofessional can complete to support classroom teachers
Person: Holly Kirkpatrick
Activity: Support Teachers with this Strategy
- May 1, 2010:** Develop and implement a student vocabulary journal for reading
Person: Marsha Wilson
Activity: Vocabulary Journal
- May 18, 2010:** Identify resource materials that support topics/vocabulary identified
Person: Holly Kirkpatrick
Activity: Content Vocabulary
- May 24, 2010:** Identify and align background topics and vocabulary grades 1-5
Person: Marsha Wilson and Holly Kirkpatrick
Activity: Content Vocabulary

Parent Involvement

Mar 22, 2009: Do follow-up strategy instruction as needed for individual students/parents.

Person: Classroom teachers

Activity: Prepare Materials for Spring Parent Conferences

Mar 25, 2009: Provide Overview of strategy to teachers to help them prepare for what we will be doing.

Person: Lisa Reding

Activity: Parent Night in connection with Open House

May 12, 2009: Grade Level Teachers collaborate to discuss which strategies need to be modeled for parents at parent workshop

Person: All teachers

Activity: Prepare Materials for Open House

May 18, 2009: Make all materials for learning stations.

Person: Task Force and Teachers

Activity: Prepare Materials for Open House

Aug 18, 2009: Survey parents to determine % parents who feel comfortable working with their children using strategies used in the classroom and in preparation for ISTEP.

Person: Lisa Reding

Activity: Collect baseline data

Aug 18, 2009: Parent Night will be part of Open House so teachers will not have to come to school on a separate night.

Person: All

Activity: Parent Night in connection with Open House

Aug 18, 2009: Model strategies and share information with parents in grade level classrooms during Open House.

Person: Teachers

Activity: Prepare Materials for Open House

Sep 30, 2009: Prepare reading aloud to children, homework tips, math and reading ideas handouts to distribute at Parent/Teacher Conference

Person: Suzy Smith

Activity: Prepare Materials for Fall Parent Conferences

Oct 19, 2009: Determine what strategy/ies parents will need to use to help their individual students in areas of weakness.

Person: Classroom teachers

Activity: Prepare Materials for Fall Parent Conferences

Oct 23, 2009: Do follow-up strategy instruction as needed for individual students/parents.

Person: Classroom teachers

Activity: Prepare Materials for Fall Parent Conferences

Oct 23, 2009: Have materials on hand in the classroom to demonstrate strategy that parents can use to help their child at home in an area of weakness. An example would be the use of magnetic letters for students having difficulty with taking words apart.

Person: Classroom teachers

Activity: Prepare Materials for Fall Parent Conferences

Oct 23, 2009: Make handouts available on tables as parents come into the building for Parent/Teacher Conferences to help parents work with students such as the importance of reading aloud to children, homework tips, math and reading ideas.

Person: Title One staff

Activity: Prepare Materials for Fall Parent Conferences

Oct 23, 2009: Teachers will refer parents to handouts that will address the needs of individual students.

Person: Classroom teachers

Activity: Prepare Materials for Fall Parent Conferences

Dec 18, 2009: Survey parents to determine % parents who feel comfortable working with their children using strategies used in the classroom and in preparation for ISTEP.

Person: Lisa Reding

Activity: Collect first semester/trimester follow up data

Feb 20, 2010: Prepare reading aloud to children, homework tips, math and reading ideas handouts to distribute at Parent/Teacher Conference

Person: Suzy Smith

Activity: Prepare Materials for Spring Parent Conferences

Mar 20, 2010: Determine what strategy/ies parents will need to use to help their individual students in areas of weakness.

Person: Classroom teachers

Activity: Prepare Materials for Spring Parent Conferences

Mar 22, 2010: Have materials on hand in the classroom to demonstrate strategy that parents can use to help their child at home in an area of weakness. An example would be the use of magnetic letters for students having difficulty with taking words apart.

Person: Classroom teachers

Activity: Prepare Materials for Spring Parent Conferences

Mar 22, 2010: Make handouts available on tables as parents come into the building for Parent/Teacher Conferences to help parents work with students such as the importance of reading aloud to children, homework tips, math and reading ideas.

Person: Title One staff

Activity: Prepare Materials for Spring Parent Conferences

Mar 22, 2010: Teachers will refer parents to handouts that will address the needs of individual students.

Person: Classroom teachers

Activity: Prepare Materials for Spring Parent Conferences

Apr 28, 2010: Survey parents to determine % parents who feel comfortable working with their children using strategies used in the classroom and in preparation for ISTEP.

Person: Lisa Reding

Activity: Collect final semester/trimester follow up data

May 11, 2010: Teachers will determine which skills individual students will need to work on during summer vacation.

Person: Classroom teachers

Activity: Parent/Assisted Learning Packets

May 20, 2010: Prepare PAL Packets to be sent home with students for summer help.

Person: Sherna Hall

Activity: Parent/Assisted Learning Packets

May 26, 2010: PAL packets will be sent home with students who did not attend event along with a letter explaining their use and an invitation to call their teacher for further information.

Person: Classroom teachers

Activity: Parent/Assisted Learning Packets

May 26, 2010: Parents will be given information on how to help students through the summer with the use of PAL packets. This will be done in conjunction with our Spring Awards Program.

Person: Charley Hinkle

Activity: Parent/Assisted Learning Packets

Parent Notice - Assessment Results

Mar 25, 2009: During Spring Early Release meeting, announce plans for Assessment presentation during Open House Parent Workshop

Person: Becky Farrington

Activity: Announcement to Staff

May 12, 2009: Teachers collaborate to discuss what information will be shared with parents during Open House Parent Workshop.

Person: Task Force

Activity: Open House activity with Parent Involvement: Parent assistance in learning

May 18, 2009: Make handout to give to parents at registration outlining assessments given throughout the year and the upcoming workshop at Open House.

Person: Task Force

Activity: Open House activity with Parent Involvement: Parent assistance in learning

May 20, 2009: Arrange for food to be prepared by school cafeteria personnel.

Person: Becky Farrington

Activity: Open House

May 20, 2009: Ask for volunteers to serve and clean up food.

Person: Charlene McCarter

Activity: Open House

May 20, 2009: Obtain table service necessary from cafeteria.

Person: Becky Farrington

Activity: Open House

May 20, 2009: Prepare letter to parents announcing Open House and make it available to give to parents during registration.

Person: Dave Mullen

Activity: Open House

Aug 10, 2009: Gather materials for Assessment presentation.

Person: Task Force

Activity: Open House activity with Parent Involvement: Parent assistance in learning

Aug 10, 2009: Email staff about meeting

Person: Dave Mullen

Activity: Organizational Day Meeting about Communicating ISTEP Results

Aug 12, 2009: Send reminder Open House notice.

Person: Dave Mullen

Activity: Open House

Aug 12, 2009: During meeting, inform staff about how to effectively communicate ISTEP results to parents

Person: Task Force

Activity: Organizational Day Meeting about Communicating ISTEP Results

Aug 17, 2009: Share information with parents on how to look at assessment data as part of Open House.

Person: Becky Farrington

Activity: Open House activity with Parent Involvement: Parent assistance in learning

Nov , 2009: Encourage parents to contact school staff with questions and concerns.

Person: Charley Hinkle

Activity: Parent Notice of Assessment Results

Nov , 2009: Mail individual student reports of student performance on the ISTEP+ to every parent along with a letter that describes and interprets the ISTEP+ results.

Person: Charley Hinkle

Activity: Parent Notice of Assessment Results

Nov , 2009: Meeting with parents as needed on an individual basis.

Person: Classroom teachers

Activity: Parent Notice of Assessment Results

School-Parent Compact

Apr 16, 2009: Send a letter to parents inviting them to a meeting for the purpose of reviewing and revising the compact.

Person: Suzy Smith

Activity: Review and Revise School Parent Compact

May 11, 2009: Send reminder of meeting.

Person: Suzy Smith

Activity: Review and Revise School Parent Compact

May 14, 2009: Hold meeting with parents

Person: Charley Hinkle

Activity: Review and Revise School Parent Compact

Aug 11, 2009: After meeting make revisions discussed, copy and prepare for distribution to parents.

Person: Suzy Smith

Activity: Review and Revise School Parent Compact

Aug 14, 2009: Mail School/Parent Compact

Person: Suzy Smith

Activity: Review and Revise School Parent Compact

Student Awareness of Indiana State Standards

Aug 10, 2009: Put in a work order for cork strips to be installed on the wall

Person: Scott Quinn

Activity: Adding Cork Strips to the Exterior Auditorium Wall

Aug 10, 2009: Design a survey that would allow baseline data to be collected. This data will show evidence of how often teachers discuss standards with students.

Person: Scott Quinn

Activity: Collect baseline data

Aug 10, 2009: Create the PowerPoint

Person: June Osterkamp-Smith

Activity: Create PowerPoint to model a classroom journey to the standards wall

Aug 10, 2009: Create posters

Person: June Osterkamp-Smith

Activity: Creation of Posters featuring Indiana Academic Core Standards

Aug 10, 2009: Identify core standards for each grade level in Mathematics, Reading/Language Arts, Science, & Social Studies

Person: Scott Quinn

Activity: Creation of Posters featuring Indiana Academic Core Standards

Aug 10, 2009: Post the posters on the wall around the auditorium

Person: Stacy Kocab

Activity: Creation of Posters featuring Indiana Academic Core Standards

Aug 10, 2009: Select format for posters

Person: Cheryl Simmons

Activity: Creation of Posters featuring Indiana Academic Core Standards

Aug 10, 2009: Create PowerPoint presentation

Person: Cheryl Simmons

Activity: Develop a brief PowerPoint presentation for staff

Aug 10, 2009: Deliver PowerPoint at first of year staff meeting

Person: Scott Quinn

Activity: Develop a brief PowerPoint presentation for staff

Aug 10, 2009: Order copies of Me on the Map for all Sycamore teachers

Person: Stacy Kocab

Activity: Develop a common theme based the book Me on the Map

Aug 10, 2009: Gather and distribute all supportive materials

Person: June Osterkamp-Smith

Activity: Gather and distribute all supportive materials

Aug 10, 2009: Choose Format for Picture Postcards

Person: June Osterkamp-Smith

Activity: Packing for the Trip

Aug 10, 2009: Make luggage posters

Person: Scott Quinn

Activity: Packing for the Trip

Aug 10, 2009: Obtain and distribute materials to each classroom

Person: Stacy Kocab

Activity: Packing for the Trip

Aug 10, 2009: Order/Obtain Post-it Notes

Person: Cheryl Simmons

Activity: Packing for the Trip

Aug 24, 2009: Present PowerPoint at first of year staff meeting

Person: Stacy Kocab

Activity: Create PowerPoint to model a classroom journey to the standards wall

Dec 31, 2009: Survey teachers to determine the number of times teachers & students have visited the standards wall and what evidence of that standard they have displayed.

Person: Scott Quinn

Activity: Collect first semester data

May 20, 2010: Survey teachers to determine the number of times teachers & students have visited the standards wall and what evidence of that standard they have displayed.

Person: Scott Quinn

Activity: Collect final semester follow up data

Teacher Technology Needs and Training

Feb 9, 2009: Create survey for teachers to determine technology needs

Person: Jennie Rhees

Activity: Determine Technology Needs of Teachers

Mar 9, 2009: Survey teachers to determine % of technology and software areas where training has been mastered.

Person: Jenni Rhees, Angie Huskey, Mona Carroll

Activity: Collect baseline data

Mar 9, 2009: Determine areas of technology and software where training is needed.

Person: J. Rhees, A. Huskey, M. Carroll

Activity: Determine Technology Needs of Teachers

Mar 31, 2009: Create list of areas that teacher training is needed

Person: A. Huskey

Activity: Determine Technology Needs of Teachers

May 19, 2009: Determine technological equipment and software needed for classrooms.

Person: A. Huskey

Activity: Determine Technology Needs of Teachers

Sep 7, 2009: Give list of technology equipment and software needed to administrator for capital funds.

Person: J. Rhees, A. Huskey

Activity: Determine Technology Needs of Teachers

- Sep 7, 2009:** Organize professional Development for areas that need training.
Person: Task Force
Activity: Determine Technology Needs of Teachers
- Sep 14, 2009:** Send e-vite for breakfast.
Person: G. Bryant
Activity: Technology Breakfast
- Sep 20, 2009:** Survey staff for top three areas of interest for training.
Person: A. Huskey
Activity: Technology Breakfast
- Sep 29, 2009:** Provide breakfast.
Person: J. Rhees
Activity: Technology Breakfast
- Sep 29, 2009:** Show preview of technology training.
Person: T. Pace; G. Bryant; M.Carroll
Activity: Technology Breakfast
- Oct 6, 2009:** After administrative approval organize inservice activity.
Person: Task Force
Activity: Determine Technology Needs of Teachers
- Oct 15, 2009:** Follow-up on equipment and software.
Person: Task Force
Activity: Determine Technology Needs of Teachers
- Oct 19, 2009:** Notify staff of inservice purpose.
Person: J. Rhees
Activity: Half Day Inservice
- Oct 19, 2009:** Organize trainers and set location for training.
Person: M. Carroll
Activity: Half Day Inservice
- Nov 4, 2009:** Collect snacks.
Person: G. Bryant
Activity: Half Day Inservice
- Nov 4, 2009:** Set-up laptops, batteries, and other equipment.
Person: T. Pace
Activity: Half Day Inservice
- Nov 9, 2009:** Survey teachers to determine % of technology and software areas where training has been mastered.
Person: Angie Huskey
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Follow-up on equipment and software.
Person: Task Force
Activity: Determine Technology Needs of Teachers
- Feb 16, 2010:** Follow-up on equipment and software.
Person: Task Force
Activity: Determine Technology Needs of Teachers
- Mar 9, 2010:** Survey teachers to determine % of technology and software areas where training has been mastered.
Person: Jeni Rhees
Activity: Collect final semester/trimester follow up data

Apr 20, 2010: Follow-up on equipment and software.
Person: Task Force
Activity: Determine Technology Needs of Teachers

Timely Additional Assistance

May 20, 2006: Compare with number of lessons completed at the end of the previous year.
Person: Mary Piper
Activity: Collect final semester data

May 25, 2006: Count number of lessons completed using Acuity and Study Island
Person: Mary Piper
Activity: Collect Baseline Data

Apr 14, 2009: Arrange for Acuity training to paraprofessionals responsible for providing this intervention
Person: Suzy Smith
Activity: Training

Apr 14, 2009: Arrange for Study Island training to paraprofessionals responsible for this intervention
Person: Suzy Smith
Activity: Training

Aug 12, 2009: Acuity Training
Person: Suzy Smith
Activity: Training on computer assisted learning

Aug 13, 2009: Study Island Training
Person: Suzy Smith
Activity: Training on computer assisted learning

Sep 1, 2009: Administer Study Island pre-test.
Person: Mary Piper
Activity: Additional assistance

Sep 1, 2009: Meet with teachers to share data analysis and collaborate to determine which students will be pulled out for Acuity lessons.
Person: Mary Piper
Activity: Involve teachers

Sep 10, 2009: Analyze Acuity Data after 1st administration to determine weaknesses.
Person: Mary Piper, Charley Hinkle, Suzy Smith
Activity: Data Analysis

Sep 15, 2009: Share data analysis with classroom teachers
Person: Charley Hinkle
Activity: Data Analysis

Sep 25, 2009: Assign individual lessons based on data and enter them in the program.
Person: Mary Piper
Activity: Grouping

Sep 25, 2009: Determine schedule for pull-out with teachers for intervention 3 days/week
Person: Mary Piper
Activity: Grouping

Sep 25, 2009: Set up flexible groups of 4-6 students from grades 3-5 who need additional assistance based on Acuity data.
Person: Mary Piper, Suzy Smith
Activity: Grouping

- Sep 30, 2009:** Begin using additional lessons to practice on skills identified as weaknesses using Study Island.
Person: Mary Piper
Activity: Additional assistance
- Oct 1, 2009:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- Nov 1, 2009:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- Dec 1, 2009:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- Jan 1, 2010:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- Jan 18, 2010:** Analyze Acuity Data after 2nd administration to evaluate each students progress.
Person: Suzy Smith, Charley Hinkle, Mary Piper
Activity: Reevaluate
- Jan 20, 2010:** Count number Acuity lessons completed by students during the 1st semester of the intervention.
Person: Mary Piper
Activity: Collect 1st semester data
- Jan 20, 2010:** Count the number of Study Island lessons completed during the 1st semester of the intervention.
Person: Mary Piper
Activity: Collect 1st semester data
- Jan 25, 2010:** Regroup students if necessary based on new data
Person: Mary Piper
Activity: Reevaluate
- Feb 1, 2010:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- Mar 1, 2010:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- Apr 1, 2010:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- May 1, 2010:** Give teachers a report on each student's progress monthly.
Person: Mary Piper
Activity: Involve teachers
- May 20, 2010:** Count number of Acuity and Study Island lessons completed for the year by students in this intervention.
Person: Mary Piper
Activity: Collect final semester data

Continuous Improvement Timeline

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