

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 13:17:54

Bon Air Elementary Sch (2945)

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

Bon Air 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
- Schools in Improvement (NCLB)

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

- Pat Himelick - Teacher
- Elizabeth Hoover - Teacher
- Kelli Hummer - Parent/Guardian
- Jessica McFatridge - Teacher
- Johanna Moos - Teacher
- Marilyn Ritchie - Administrator
- Rita Sale - Teacher
- Greg Stephens - Community Representative (Business)
- Jody Watkins - Teacher

Strategy Chairs

- Carol Daily
- Mandy Enoch
- Pat Himelick
- Shane Kretz
- Tina Robinson
- Libby Saban
- Terri White

Community Council

- Greg Aaron
- Techelle Baker - Factory worker
- Shane Chapman - Product Ordering
- Colleen Craig - Media specialist
- Joe Dunbar - Retired administrator
- Carmen Eltringham - Head Start paraprofessional
- Barbara Enstrom - housewife
- Elizabeth Floyd - Delivery Driver
- Ryan Gilbert
- Kelli Hummer - Student - Ivy Tech. State College
- Marie Kunkle - Retired math instructor
- Cavalene Miller - Postal worker
- Mary Pruiett - Associate Pastor/Speech Therapist
- Greg Stephens - Business Owner
- Isaac White - Factory worker
- Carrie York - Housewife

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:

At Bon Air Elementary we believe that all students deserve a safe, structured and disciplined environment in a quality building with an abundance of quality materials and surrounded by caring, dedicated, qualified staff. All students should be challenged to meet the highest expectations â meeting or exceeding the standards imbedded in well-prepared lessons as demonstrated through teacher prepared and standardized assessments. To ensure that this occurs, students should have fair opportunities in reasonably sized classrooms to have access to tutoring (extra help), enrichment programs and to opportunities outside our community. Education should be fun! It should include not only academics, fine arts and physical education but should assist our students in developing an awareness of the world, a concern for the environment and for other individuals, and a strong moral character. Staff, parents and community members should strive together to guarantee that each student is respected as an individual â listening to their ideas and concerns, seeing that they are clean, well-fed and appropriately dressed and caring for and loving each of them. All students deserve the opportunity to thrive in an atmosphere with teachers, parents and community role models who view this type of education as a high priority.

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

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â a willingness to cooperate and communicate to ensure that students are surrounded by positive role models willing to go the extra mile to make our school environment a happy, healthy, friendly and positive place to be in our community;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â passionate enthusiasm for sharing their time, energy and expertise to assist students in developing a love of learning in a low-stress but disciplined and productive environment;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â a commitment to be held accountable in developing honorable, self-disciplined , well-prepared students with strong work ethics modeled by all adults;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â teamwork, cooperation and respectful communication by teachers, parents and community to ensure successful attainment of goals by individual students.

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 will appreciate, be responsible for and be excited about learning. Students will demonstrate confidence in their ability to set and attain realistic goals based upon their diverse interests and the high expectations of all involved including themselves. They will follow rules and procedures, knowing when to take appropriate risks without being unduly influenced by negative peer pressure. Students will exhibit a care and concern for others through their willingness to individually and cooperatively help others, and by being responsible, trustworthy, and respectful in their contacts with peers and all adults. The combination of these factors will develop pride and a sense of ownership in their school and their education leading students to feel safer, happier and healthier in their daily educational environment.

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

- % of students who % Passing ISTEP+ Math: 100%
- % of students who % Passing ISTEP+ English: 100%
- % of students who % Scoring 6 on ISTEP+ Writing: 100%
- % of students who % of student passing ACUITY Reading (Gr. 3-5): 100%
- % of students who % of students passing ACUITY Math: 100%
- % of students who % of student passing IRDA (Gr. K-2): 100%
- % of students who % of students at/or above grade level in STAR Reading and Math: 100%
- % of students who % of students who master grade level standards during academic year: 100%
- % of students who % of student on Honor Roll: 100%

- % of students who % of students who graduate: 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 - Pass ISTEP - English Language Arts (AYP)

| 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 | |
| 72% | 53% | 72% | 66% | 72% | | 75% | | 78% | | 815 | | 100% |

All students - Pass ISTEP Math (AYP)

| 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 | |
| 71% | 59% | 71% | 73% | 75% | | 78% | | 81% | | 84% | | 100% |

First grade - OS showing level 16 or higher (Spring Assessment)

| 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 | |
| N/A | N/A | N/A | 56.1% | 59.1% | | 62.1% | | 65.2% | | 68.2% | | 100% |

Grade 2 students - DRA showing level 28 or higher (Spring Assessment)

| 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 | |
| N/A | N/A | N/A | 28% | 31% | | 33% | | 36% | | 42% | | 100% |

Kindergarten - DRA showing Level 3 or higher (Spring Assessment)

| 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 | |
| N/A | N/A | N/A | 48% | 51% | | 54% | | 57% | | 60% | | 100% |

Special Ed Students Grades 3-5 - Passing ISTEP Reading Comprehension

| 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 | |
| | | | 34% | 44% | 21% | 31% | | 41% | | 51% | | 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 Behavior

* 34% of our students have been referred outside the classroom for discipline purposes, therefore losing instruction time. 20% of these referrals have resulted in an in-school suspension and 14% in an out-of-school suspension. * Many students believe they have a hard time paying attention in class because of other students behavior issues. (Kindergarten= 100%, First Grade= 100%, Second grade= 100%, Third grade= 63%, Fourth grade= 78%, Fifth grade= 58%) * Faculty, Parents and Community also agreed with the students and said that students have a hard time focusing in class because of distracting behavior. (Faculty= 78%, Community= 70% and Parents= 36%)

Concern: K-12 Assessment Alignment

25% of our parents did not know if we give assessments based on the Indiana State Standards. Based on the short answer surveys teachers.

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

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

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

V. Peer Review for SIP

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

Leveled Discipline System —

Teachers will design and implement a discipline leveling system involving all students that will encourage appropriate behavior, responsibility, and ownership of academic success for the upcoming school year.

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 2009-2010 with reading and writing and continue in 2010-2011 with mathematics. Each school needs to appoint a strategy chair to work on this district level strategy.

Project Based Learning (PBL) —

Bon Air Elementary School Improvement Grant Coordinator and other grant staff will assist Bon Air Elementary staff members in developing project-based learning (PBL) lessons integrating science and literacy activities. In addition, grant staff will assist teachers in preparation and instruction of PBL activities in the Resource Room through out the school year.

Required Strategies

A. Parent Involvement: Automated School Messenger —

Teachers and PTO will work together to raise money to purchase an automated telephone system that will call parents to inform them of important upcoming school events throughout the entire school year, including School Improvement Planning community meetings.

A. Parent Involvement: Awards Program —

Following the end of each grading period, the principal and PTO will conduct an awards program to recognize students for academic achievement, citizenship, and attendance. Parents are invited to attend the awards program.

A. Parent Involvement: Back to School Picnic —

During the first week of school, the principal, teachers, and PTO will provide a back to school picnic for parents and students. Parents are introduced to teachers and may tour classrooms.

A. Parent Involvement: Family Fun Night —

Three to four times per year, the PTO will organize and host Family Fun Night. Parents and students are invited to come and eat dinner and play Book Bingo or watch a popular movie.

A. Parent Involvement: Newsletters —

Each month the secretary will prepare a newsletter, which will include information from the principal, teachers, and upcoming events.

A. Parent Involvement: Parent/Teacher Conference —

At the end of the first grading period, teachers will conduct parent/teacher conferences and distribute student grade cards. Teachers and parents will discuss academic progress, social habits, and expectations.

A. Parent Involvement: PTO Breakfast with a Relative —

In the fall, the PTO will provide a breakfast for students and their grandparents. In the spring, the PTO will provide a muffin breakfast for students and their moms as well as a donut breakfast for students and their dads.

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 2009-2010 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 —

All Teachers will implement small guided reading groups for all students 30 minutes each day.

J. Instruction by Highly Qualified Teachers —

Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each staff meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff.

K. Attracting Highly Qualified Teachers —

The Bon Air Elementary website promotes community relations and provides 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 to Bon Air.

L. Early Childhood Transition: Preschool home-visitor program —

A Bon Air Elementary School Teacher will visit with preschool families in their homes and provide resources, activities, and educational support. The home visits will take place weekly for one hour. Bon Air Elementary School will also provide a 2 hour weekly workshop for preschoolers and their parents.

M. Parent Notice - Assessment Results —

Individual student reports of student performance on the ISTEP+ will be sent to every parent in their native language along with a letter that describes and interprets the ISTEP+ results and encourages parents to contact school staff with questions and concerns. Parents may contact the school to meet with the teacher and/or principal to further discuss student performance on these assessments.

N. Parent Notice - School in Improvement —

In June 2009, all parents of students enrolled in the school will be sent letters (in English and/or Spanish) notifying them of the identification of the school improvement status of this school. Copies of the address labels and mailing receipts are kept in the school office for documentation. Parents will be invited and encouraged to attend a meeting in May 2009 to discuss the school improvement status of this school and to offer input for the school improvement plan. Copies of the agenda and sign-in sheets for this meeting are kept in the school office for documentation. The State Title I Office reviews copies of the letters sent to parents.

O. Extended Learning Activities: After School Reading Instruction —

Students in grade 2-5 who are reading below grade level(as determined by local reading assessments) will participate in reading instruction after school for 2 hours, 2 nights a week for 8 weeks each semester.

P. Teacher Mentoring Program —

The principal will observe and monitor all teachers on a monthly basis with the implementation of the new leveled discipline system. Teachers who are struggling to implement the new plan will meet one-on-one with the principal to discuss concerns. The principal will pair the struggling teacher with a mentor on a monthly basis who is effectively implementing the leveled discipline plan.

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 prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. The School Parent Involvement Policy will address components listed on the DOE School Parent Involvement Policy Checklist.

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

The Parent-Right-to-Know Letter will inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist. The Parent-Right-to-Know letter is printed in the Kokomo-Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. Parents are required to sign a form signifying they have received and read the information in the handbook, including the Parent-Right-to-Know letter.

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

The Parent Right-to-Know Letter (Non Highly Qualified) is sent, in a timely fashion, to parents of students who have been assigned to or who have 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. The School-Parent Compact will include all components described on the DOE School-Parent Compact Checklist.

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: Special Education —

Special Education teachers will implement small guided reading groups for 30 minutes each day for all special education students. In addition to small guided reading groups, an additional 30 minutes of individualized instruction on the Waterford reading program, which is a computerized program, will be implemented.

V. Peer Review for SIP —

School Improvement Plans are revised no later than three months after the school has been identified as being in school improvement. There are ten statutory components that must be included in the plan. Peer reviewers consider a proposed plan for school improvement within 45 days of its submission, through a process established by Kokomo Center Schools. Kokomo Center Schools involves as peer reviewers teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement are able to evaluate the plan's quality and the likelihood of its successful implementation, and make suggestions for revisions. Once the peer review of the proposed plan has been completed, Kokomo Center Schools (KCS) works with the school to make any necessary revisions and approves the plan as soon as it satisfactorily meets the requirements detailed in the statute and regulations. The school drafts the plan, KCS reviews the plan, suggests revisions if needed, and approves the plan, as expeditiously as possible since it provides the blueprint for changes designed to dramatically improve the academic achievement of all students.

W. Timely Additional Assistance: Students Below Grade Level Reading Standards —

Title I teachers will provide 30 additional minutes of instruction in reading for students not mastering grade level standards 3 days a week.

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.

Leveled Discipline System

| Professional Development Activity | Funding | Activity Purpose |
|--|--|---|
| <i>Share the Leveled Discipline Plan with Staff</i> | Source: N/A Amount: \$0.00 | Information Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Staff meetings will serve to address staff concerns and collaboratively create a behavioral level system that will work for all grade levels. Additionally, teachers will receive training in the implementation of the behavioral level system. | Teachers Counselors Administrators | Talk to Collaborative Problem Solving |

Project Based Learning (PBL)

| Professional Development Activity | Funding | Activity Purpose |
|---|---|---|
| <i>PBL Consultant Visits/Inservice</i> | Source: School Improvement Grant - Title I Amount: \$12,500 | Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Consultant will come to BAE for a 2 day session in June and 2 day session in July. In addition, consultant will come to BAE 4 times during 2009-2010 (approximately every 9 weeks) to coach staff, do collaborative problem solving with assistance from the strategy task force. A 1 1/2 hour workshop will be held each session with a focus on PBL curriculum development by staff and sharing of ideas. | Teachers Administrators Students | Talk to Peer Coaching Collaborative Problem Solving Action Research Networking/Site Visit |

| Professional Development Activity | Funding | Activity Purpose |
|---|---|--|
| <i>Purdue Summer Science Workshop</i> | Source: National Science Foundation Grant awarded to Purdue Amount: \$ 0 for BAE attendees | Information Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Purdue will be hosting a 2 week workshop in the summer of 09 and a second session in the summer of 10. BAE staff have been invited to register for these sessions. Teachers will receive information and develop a PBL activity to use with students. Stipends, food and lodging will be provided on campus for the 2 week session each summer. | Teachers | Presentation/Workshop Professional Reading Collaborative Problem Solving Action Research |

| Professional Development Activity | Funding | Activity Purpose |
|---|--|---|
| <i>Workshops in June and July</i> | Source: School Improvement Grant - Title I Amount: \$17,500 | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Staff from BAE, Columbian and DC are being invited to attend this workshop. Information re: PBL will be shared by the Purdue consultant. Attendees will have the opportunity to look over materials for PBL lessons and actually teach with a group of elementary students participating. | Teachers Administrators Students | Presentation/Workshop Peer Coaching Professional Reading Collaborative Problem Solving Networking/Site Visit |

A. Parent Involvement: Automated School Messenger

| Professional Development Activity | Funding | Activity Purpose |
|---|-------------------------------|----------------------------------|
| <i>Presentation by MS Principal; Sec'y; Parent</i> | Source: N/A Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| Middle School principal, sec'y and a parent who supports the automated system, will attend an after school meeting to share how it works, successes, etc. | Teachers Administrators | Talk to Presentation/Workshop |

| Professional Development Activity | Funding | Activity Purpose |
|--|-------------------------------|---|
| <i>Inservice/Professional Development on School Messenger</i> | Source: N/A Amount: \$0 | Information Skill Building Feedback/Support Refinement |
| Brief Description | Intended Participants | Activity Format |
| The supplier/installer of the automated system will come to an after school session to train staff in use of the system. | Teachers Administrators | Presentation/Workshop Networking/Site Visit |

I. Focused Academic Area

| Professional Development Activity | Funding | Activity Purpose |
|---|---------------------------------|--|
| <i>Grade Level Collaboration</i> | Source: NA Amount: \$0.00 | Skill Building Feedback/Support Refinement |
| Brief Description | Intended Participants | Activity Format |
| Grade level teams will work together to share new reading strategies with each other to enhance the effectiveness of small guided reading groups. | Teachers | Talk to Peer Coaching |

| Professional Development Activity | Funding | Activity Purpose |
|--|-------------------------------|------------------|
| <i>New Teacher Mentor</i> | Source: N/A Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| New teachers will be paired with their grade level partner in order to learn how to implement the leveled discipline system. | Teachers | Peer Coaching |

L. Early Childhood Transition: Preschool home-visitor program

| Professional Development Activity | Funding | Activity Purpose |
|--|--|----------------------------------|
| <i>IAEYC Conference</i> | Source: Title I Amount: \$Unknown at this time | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| The home visitor will attend the Indiana Association for the Education of Young Children conference. | Other | Talk to Presentation/Workshop |

O. Extended Learning Activities: After School Reading Instruction

No professional development is needed for this strategy.

P. Teacher Mentoring Program

| Professional Development Activity | Funding | Activity Purpose |
|---|-------------------------------|--------------------------|
| <i>Staff Meeting</i> | Source: N/A Amount: \$0 | Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| The principal will inform staff that she will conduct weekly walk-through observations to ensure implementation of the leveled discipline system. She will explain that teachers struggling to implement the the discipline plan will be assigned a mentor to assist in the implementation. | Teachers Administrators | Talk to Peer Coaching |

U. Focused Student Group: Special Education

| Professional Development Activity | Funding | Activity Purpose |
|---|----------------------------------|-------------------------------|
| <i>Training for Waterford Reading Program</i> | Source: N/A Amount: \$0.00 | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Special Education teachers will receive training on the implementation of the computerized software reading program, Waterford. Teachers will learn how to run student reports to track progress and guide reading instruction. | Teachers | Presentation/Workshop |

W. Timely Additional Assistance: Students Below Grade Level Reading Standards

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: Student Behavior

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- Leveled Discipline System
- P. Teacher Mentoring Program

Concern: K-12 Assessment Alignment

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- PK-12 Assessment Alignment

Required Areas of Concern

A. Parent Involvement (Title I, NCLB)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- A. Parent Involvement: Automated School Messenger
- A. Parent Involvement: PTO Breakfast with a Relative
- A. Parent Involvement: Awards Program
- A. Parent Involvement: Parent/Teacher Conference
- A. Parent Involvement: Family Fun Night

- A. Parent Involvement: Newsletters
- A. Parent Involvement: Back to School Picnic

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- Project Based Learning (PBL)
- F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation

I. Focused Academic Area (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- I. Focused Academic Area

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Preschool home-visitor program

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (NCLB)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (NCLB)

Data Targets Influenced by This Concern:

- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- O. Extended Learning Activities: After School Reading Instruction

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)

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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)

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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- V. Peer Review for SIP

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- First grade -- OS showing level 16 or higher (Spring Assessment)
- Grade 2 students -- DRA showing level 28 or higher (Spring Assessment)
- Kindergarten -- DRA showing Level 3 or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Students Below Grade Level Reading Standards

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: | In the office | Force Field Report B: Curriculum Additional Data #1 |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | ISTEP â Grades 3, 4, 5 ACUITY â Grades 3, 4, 5 IRDA â Grades K, 1, 2 STAR Reading and Math â Grades 2, 3, 4, 5 | Force Field Report C: Assessment Additional Data #1 |
| Statutes and rules to be waived: | No waivers requested | Force Field Report G: Environment Additional Data #2 |
| Program Consolidation Plan: | At this time we have no plans to consolidate programs. | 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

May 15, 2009: Collect baseline data for % of parents reading to their child each week.

Person: Roberta Mayes

Activity: Collect baseline data

May 15, 2009: Collect baseline data for % of successfully completing activities at home

Person: Roberta Mayes

Activity: Collect baseline data

Aug 28, 2009: Gather names of potential participants

Person: Roberta Mayes

Activity: Determine participants

Sep 1, 2009: Conduct weekly home visits with preschool children

Person: Roberta Mayes

Activity: Organization of Weekly Visits

Sep 1, 2009: Conduct weekly parent meetings

Person: Roberta Mayes

Activity: Organization of Weekly Visits

Sep 1, 2009: Former successful patrons will be invited to attend the fall parent meeting to provide information from former parent's point of view to mentor new parents.

Person: Roberta Mayes

Activity: Parent accommodations

Sep 1, 2009: Home Visiting Teacher will provide flexible scheduling.

Person: Roberta Mayes

Activity: Parent accommodations

Sep 11, 2009: Telephone parents/explain program

Person: Roberta Mayes

Activity: Determine participants

Sep 18, 2009: Mail application

Person: Roberta Mayes

Activity: Determine participants

Sep 28, 2009: Conduct a Parent meeting. Explain expectations, sign contracts, sign up for visitation schedule.

Person: Roberta Mayes

Activity: Determine participants

Sep 28, 2009: Conduct a Parent meeting. Explain expectations, sign contracts, sign up for visitation schedule.

Person: Roberta Mayes

Activity: Determine participants

Oct 1, 2009: Conduct weekly home visits with preschool children

Person: Roberta Mayes

Activity: Organization of Weekly Visits

Oct 1, 2009: Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Nov 1, 2009: Conduct weekly home visits with preschool children
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Nov 1, 2009: Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Dec 1, 2009: Conduct weekly home visits with preschool children
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Dec 1, 2009: Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Dec 18, 2009: Collect first semester data for % of parents reading to their child each week
Person: Roberta Mayes
Activity: Collect first semester follow up data

Dec 18, 2009: Collect first semester for % of successfully completing activities at home.
Person: Roberta Mayes
Activity: Collect first semester follow up data

Jan 1, 2010: Conduct weekly home visits with preschool children
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Jan 1, 2010: Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Feb 1, 2010: Conduct weekly home visits with preschool children
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Feb 1, 2010: Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Mar 1, 2010: Conduct weekly home visits with preschool children
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Mar 1, 2010: Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Apr 1, 2010: Conduct weekly home visits with preschool children
Person: Roberta Mayes
Activity: Organization of Weekly Visits

Apr 1, 2010: Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits

- May 1, 2010:** Conduct weekly home visits with preschool children
Person: Roberta Mayes
Activity: Organization of Weekly Visits
- May 1, 2010:** Conduct weekly parent meetings
Person: Roberta Mayes
Activity: Organization of Weekly Visits
- May 20, 2010:** Collect final semester data for % of parents reading to their child each week
Person: Roberta Mayes
Activity: Collect final semester/trimester follow up data
- May 20, 2010:** Collect final semester data for % of successfully completing activities at home
Person: Roberta Mayes
Activity: Collect final semester/trimester follow up data
- Jun 1, 2010:** Home visitor will attend the Indiana Association for the Education of Young Children
Person: Roberta Mayes
Activity: IAEYC Conference

Extended Learning Activities

- Apr 25, 2009:** Create parent survey
Person: Alicia Ralstin
Activity: Book Club baseline data
- May 1, 2009:** Collect baseline data for parent survey
Person: Alicia Ralstin
Activity: Book Club baseline data
- Sep 15, 2009:** Identify students reading below grade level in grades 2-5
Person: 2-5th Grade Teachers
Activity: Student Selection
- Sep 20, 2009:** Create an invitation/parent letter for students to participate
Person: Pat Himelick
Activity: Student Selection
- Oct 1, 2009:** Begin after School Reading Remediation for 2-5 grades
Person: Pat Himelick
Activity: After School Reading Remediation (book buddies)
- Oct 1, 2009:** Distribute invitations/letter to students
Person: Pat Himelick
Activity: Student Selection
- Oct 1, 2009:** Pay teachers willing to facilitate the after school book buddies
Person: Pat Himelick
Activity: Teacher Incentive
- Oct 1, 2009:** Provide paid planning time
Person: Pat Himelick
Activity: Teacher Incentive
- Oct 7, 2009:** After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)
- Oct 14, 2009:** After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Oct 21, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Oct 28, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Nov 4, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Nov 11, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Nov 18, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Nov 25, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Dec 1, 2009: Collect first semester parent survey
Person: Alicia Ralstin
Activity: Collect first semester/trimester follow up data

Dec 2, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Dec 9, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Dec 16, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Dec 23, 2009: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Jan 13, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Jan 20, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Jan 27, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Feb 3, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Feb 10, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Feb 17, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Feb 24, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Mar 3, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Mar 10, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Mar 17, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Mar 24, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Mar 31, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Apr 7, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Apr 14, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Apr 21, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

Apr 28, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

May 1, 2010: Collect final semester parent survey
Person: Alicia Ralstin
Activity: Collect final semester/trimester follow up data

May 5, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

May 12, 2010: After School Reading Remediation for 2-5 grades
Person: Teachers
Activity: After School Reading Remediation (book buddies)

May 19, 2010: After School Reading Remediation for 2-5 grades

Person: Teachers

Activity: After School Reading Remediation (book buddies)

May 26, 2010: After School Reading Remediation for 2-5 grades

Person: Teachers

Activity: After School Reading Remediation (book buddies)

Focused Academic Area

May 28, 2009: Determine % of teachers implementing small guided reading groups

Person: Mandy Enoch

Activity: Collect baseline data

Aug 12, 2009: Meeting with grade level teacher and guiding them through small guided reading groups as needed

Person: Grade Level Partner

Activity: Grade Level Collaboration

Aug 12, 2009: Train new teachers to the building

Person: Grade Level Partner

Activity: New Teacher Mentor

Aug 12, 2009: Peer mentoring, modeling, guided practice

Person: Mandy Enoch

Activity: Teacher Resources

Sep 1, 2009: Second grade teachers will administer DRAs to students

Person: Mandy Enoch, Kathy Stamper

Activity: Create Small Guided Reading Groups

Sep 1, 2009: Title I Teachers will administer the Observational Survey to K-1 students

Person: Joni Barr, Carol Daily

Activity: Create Small Guided Reading Groups

Sep 12, 2009: Meeting with grade level teacher and guiding them through small guided reading groups as needed

Person: Grade Level Partner

Activity: Grade Level Collaboration

Sep 12, 2009: Peer mentoring, modeling, guided practice

Person: Mandy Enoch

Activity: Teacher Resources

Oct 1, 2009: Classroom teachers will create small guided reading groups based on the DRA and OS results

Person: Classroom Teachers

Activity: Create Small Guided Reading Groups

Oct 1, 2009: Teachers will implement small guided reading groups for all students 30 minutes each day.

Person: Teachers

Activity: Daily Small Guided Reading Groups

Oct 8, 2009: Teachers will implement small guided reading groups for all students 30 minutes each day.

Person: Teachers

Activity: Daily Small Guided Reading Groups

Oct 12, 2009: Meeting with grade level teacher and guiding them through small guided reading groups as needed

Person: Grade Level Partner

Activity: Grade Level Collaboration

Oct 15, 2009: Teachers will implement small guided reading groups for all students 30 minutes each day.

Person: Teachers

Activity: Daily Small Guided Reading Groups

- Oct 22, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Oct 29, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Nov 5, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Nov 12, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Nov 12, 2009:** Meeting with grade level teacher and guiding them through small guided reading groups as needed
Person: Grade Level Partner
Activity: Grade Level Collaboration
- Nov 14, 2009:** Peer mentoring, modeling, guided practice
Person: Mandy Enoch
Activity: Teacher Resources
- Nov 19, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Nov 26, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Dec 3, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Dec 10, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Dec 12, 2009:** Meeting with grade level teacher and guiding them through small guided reading groups as needed
Person: Grade Level Partner
Activity: Grade Level Collaboration
- Dec 15, 2009:** Determrine % of teachers implementing small guided reading groups
Person: Mandy Enoch
Activity: Collect first semester/trimester follow up data
- Dec 17, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Dec 24, 2009:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Jan 7, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups

- Jan 12, 2010:** Meeting with grade level teacher and guiding them through small guided reading groups as needed
Person: Grade Level Partner
Activity: Grade Level Collaboration
- Jan 14, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Jan 16, 2010:** Peer mentoring, modeling, guided practice
Person: Mandy Enoch
Activity: Teacher Resources
- Jan 21, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Jan 28, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Feb 4, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Feb 11, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Feb 12, 2010:** Meeting with grade level teacher and guiding them through small guided reading groups as needed
Person: Grade Level Partner
Activity: Grade Level Collaboration
- Feb 18, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Feb 25, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Mar 4, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Mar 11, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Mar 12, 2010:** Meeting with grade level teacher and guiding them through small guided reading groups as needed
Person: Grade Level Partner
Activity: Grade Level Collaboration
- Mar 18, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Mar 20, 2010:** Peer mentoring, modeling, guided practice
Person: Mandy Enoch
Activity: Teacher Resources

- Mar 25, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Apr 1, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Apr 8, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Apr 12, 2010:** Meeting with grade level teacher and guiding them through small guided reading groups as needed
Person: Grade Level Partner
Activity: Grade Level Collaboration
- Apr 15, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Apr 22, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- Apr 29, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- May 6, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- May 12, 2010:** Meeting with grade level teacher and guiding them through small guided reading groups as needed
Person: Grade Level Partner
Activity: Grade Level Collaboration
- May 13, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- May 20, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- May 27, 2010:** Teachers will will implement small guided reading groups for all students 30 minutes each day.
Person: Teachers
Activity: Daily Small Guided Reading Groups
- May 31, 2010:** Determrine % of teachers implementing small guided reading groups
Person: Mandy Enoch
Activity: Collect final semester/trimester follow up data

Focused Student Group

- May 20, 2009:** Special Ed Teachers implementing Waterford - Collect baseline data
Person: Pat Himelick
Activity: Collect baseline data
- Aug 30, 2009:** Set up classes on Waterford
Person: Pat Himelick
Activity: Run Waterford

- Sep 1, 2009:** Explain how to use Waterford to students
Person: Special Ed Teachers
Activity: Run Waterford
- Sep 1, 2009:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- Oct 1, 2009:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- Nov 1, 2009:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- Dec 1, 2009:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- Dec 1, 2009:** Special education teachers will be trained in the use of Waterford
Person: Pat Himelick
Activity: Training for Waterford Reading Program
- Dec 12, 2009:** Special education teachers will answer questions about Waterford use
Person: Terri White
Activity: Waterford Questionnaire
- Dec 20, 2009:** Special Ed Teachers implementing Waterford-Collest first semseter data
Person: Pat Himelick
Activity: Collect first semester/trimester follow up data
- Jan 1, 2010:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- Jan 1, 2010:** Questionnaires will be used to determine the amount of training needed.
Person: Pat Himelick
Activity: Waterford Questionnaire
- Feb 1, 2010:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- Mar 1, 2010:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- Mar 20, 2010:** Special Ed Teachers implementing Waterford - Collect final follow up data
Person: Pat Himelick
Activity: Collect final semester/trimester follow up data
- Apr 1, 2010:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling
- May 1, 2010:** The additional 30 minutes of individualized reading instruction will be implemented during resource time.
Person: Terri White
Activity: Scheduling

Leveled Discipline System

Dec 20, 2008: Determine % of students who take responsibility for their own actions and learning as indicated by leveled disciplined system

Person: Shane Kretz, Elizabeth Saban

Activity: Collect first semester/trimester follow up data

✓ **Mar 10, 2009:** Bring in individuals with Level System experience

Person: Shane Kretz, Monica Schuck

Activity: Strategy Team Meetings

Mar 20, 2009: Determine % of staff who implement the behavioral level system

Person: Shane Kretz, Elizabeth Saban

Activity: Collect baseline data

Mar 20, 2009: Determine % of students who take responsibility for their own actions and learning as indicated by leveled disciplined system

Person: Shane Kretz, Elizabeth Saban

Activity: Collect baseline data

✓ **Mar 25, 2009:** During early release assign point values for level system

Person: Strategy Chairs

Activity: Brainstorming

✓ **Mar 25, 2009:** During early release brainstorm privileges for level system

Person: All Staff

Activity: Brainstorming

✓ **Mar 25, 2009:** During early release present level system data

Person: Strategy chairs

Activity: Brainstorming

Mar 25, 2009: Teacher surveys to address concerns

Person: Shane Kretz, Tina Robinson

Activity: Staff Concerns

Mar 25, 2009: Early Release meeting to plan level system content

Person: Strategy Team

Activity: Staff Meetings

Mar 25, 2009: Team meetings to address individual grade level meetings

Person: Strategy Team

Activity: Staff Meetings

✓ **Mar 25, 2009:** Strategy team meeting to create plan

Person: Strategy Team

Activity: Strategy Team Meetings

Apr 25, 2009: Early Release meeting to plan level system content

Person: Strategy Team

Activity: Staff Meetings

Apr 25, 2009: Team meetings to address individual grade level meetings

Person: Strategy Team

Activity: Staff Meetings

Apr 25, 2009: Strategy team meeting to create plan

Person: Strategy Team

Activity: Strategy Team Meetings

- May 1, 2009:** Put together leveled discipline presentation
Person: Shane Kretz
Activity: Parent Notification
- May 15, 2009:** Present plan and train staff on use
Person: Strategy Team
Activity: Share the Leveled Discipline Plan with Staff
- May 28, 2009:** Add the leveled discipline procedure in the student handbook
Person: Lamar Hernandez
Activity: Handbook Adjustments
- May 28, 2009:** Present leveled discipline system to parents
Person: Tina Robinson
Activity: Parent Notification
- Aug 17, 2009:** Present leveled disciplin system to parents
Person: All K-5 Teachers
Activity: Parent Notification
- Dec 20, 2009:** Determine % of staff who implement the behavioral level system
Person: Shane Kretz, Elizabeth Saban
Activity: Collect first semester/trimester follow up data
- May 20, 2010:** Determine % of staff who implement the behavioral level system
Person: Shane Kretz, Elizabeth Saban
Activity: Collect final semester/trimester follow up data
- May 20, 2010:** Determine % of students who take responsibility for their own actions and learning as indicated by leveled disciplined system
Person: Shane Kretz, Elizabeth Saban
Activity: Collect final semester/trimester follow up data

Parent Involvement

- Sep 15, 2009:** Talk to BA Middle School Prin. and Sec'y. regarding their implementation of School Messenger.
Person: Tina Robinson
Activity: School Messenger Fact Finding
- Sep 29, 2009:** Share with Elem. Staff and get questions/concerns
Person: Tina Robinson
Activity: School Messenger Fact Finding
- Oct 1, 2009:** Create parent survey
Person: Tina Robinson; Lamar Hernandez
Activity: Solicit Parent Feedback regarding effectiveness of existing forms of communication
- Oct 15, 2009:** Survey parents to determine level of parent involvement in school activities
Person: Lamar Hernandez; Tina Robinson
Activity: Collect baseline data
- Oct 22, 2009:** Distribute parent communication surveys (during P/T conferences)
Person: K-5 Teachers
Activity: Solicit Parent Feedback regarding effectiveness of existing forms of communication
- Nov 3, 2009:** Review parent surveys and note areas where communication is lacking.
Person: K-5 Teachers
Activity: Solicit Parent Feedback regarding effectiveness of existing forms of communication

- Nov 16, 2009:** Discuss financial and technical assistance needed to get School Messenger up and running
Person: Principal/Tina Robinson
Activity: School Messenger Fact Finding
- Dec 8, 2009:** Create a simple, user friendly form to update contact information
Person: Lamar Hernandez
Activity: Updating of Parent contact information
- Dec 8, 2009:** Share parent contact information
Person: Lamar Hernandez; K-5 Teachers
Activity: Updating of Parent contact information
- Dec 15, 2009:** Survey parents to determine level of parent involvement in school activities
Person: Lamar Hernandez; Tina Robinson
Activity: Collect first semester/trimester follow up data
- Jan 5, 2010:** Research Company to install and set up School Messenger
Person: Principal; KCT Business Manager; KCT School Board
Activity: School Messenger Fact Finding
- Jan 9, 2010:** Train office staff and teachers in the use of School Messenger once it is installed.
Person: Service Representative from installer
Activity: Inservice/Professional Development on School Messenger
- Jan 26, 2010:** Invite MS principal, secretary and a parent to staff meeting to
Person: Tina Robinson
Activity: Presentation by MS Principal; Sec'y; Parent
- Mar 2, 2010:** Purchase School Messenger System
Person: KCT School Board; KCT Business manager
Activity: School Messenger Fact Finding
- May 15, 2010:** Survey parents to determine level of parent involvement in school activities.
Person: Lamar Hernandez; Tina Robinson
Activity: Collect final semester/trimester follow up data
- Aug 10, 2010:** invite parents to a meeting to train them on the system;
Person: Principal; Tina Robinson
Activity: Parent Workshop on School messenger

Project Based Learning (PBL)

- Mar 15, 2009:** Distribute brochures from Purdue
Person: Pat Himelick
Activity: Purdue Summer Science Workshop
- Apr 15, 2009:** Answer questions regarding sessions
Person: Gerald Krockover
Activity: Purdue Summer Science Workshop
- Apr 15, 2009:** Send flyer to BAE, Col and DC staffs & collect registrations
Person: Pat Himelick
Activity: Workshops in June and July
- Apr 26, 2009:** Plan agenda
Person: Pat Himelick/Dr. Gerald Krockover/Strategy Task Force
Activity: Workshops in June and July
- May 31, 2009:** Order materials & supplies
Person: Pat Himelick/Strategy Task Force
Activity: Workshops in June and July

- May 31, 2009:** Plan agenda
Person: Pat Himelick/Dr. Gerald Krockover/Strategy Task Force
Activity: Workshops in June and July
- Aug 1, 2009:** Ordering of PBL needed materials
Person: Pat Himelick & Task Force
Activity: PBL Resource Room Supplies
- Aug 8, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Aug 15, 2009:** Arrange and plan sessions based upon staff needs
Person: Pat Himelick/Gerald Krockover/Strategy Task Force
Activity: PBL Consultant Visits/Inservice
- Aug 15, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Aug 17, 2009:** Plan PD for staff
Person: Pat Himelick & Task Force
Activity: PBL Professional Development Activities
- Aug 17, 2009:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Aug 17, 2009:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Aug 17, 2009:** Contracting outside presenters
Person: Task Force
Activity: Provide Professional Development re: Project-Based Learning
- Aug 17, 2009:** Planning and/or providing PD for staff
Person: Task Force & grant staff
Activity: Provide Professional Development re: Project-Based Learning
- Aug 17, 2009:** Surveying staff re: needs regarding grant and PBL room use
Person: Task Force & grant staff
Activity: Provide Professional Development re: Project-Based Learning
- Aug 17, 2009:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Aug 17, 2009:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Aug 18, 2009:** Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing
- Aug 22, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Aug 24, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Aug 24, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Aug 24, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Aug 24, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Aug 29, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Aug 31, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Aug 31, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Aug 31, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Aug 31, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Sep 5, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Sep 7, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Sep 7, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Sep 7, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Sep 7, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Sep 12, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

- Sep 14, 2009:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Sep 14, 2009:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Sep 14, 2009:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Sep 14, 2009:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Sep 15, 2009:** Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing
- Sep 19, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Sep 21, 2009:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Sep 21, 2009:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Sep 21, 2009:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Sep 21, 2009:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Sep 26, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Sep 28, 2009:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Sep 28, 2009:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Sep 28, 2009:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Sep 28, 2009:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

- Oct 3, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Oct 3, 2009:** Ordering of PBL needed materials
Person: Pat Himelick & Task Force
Activity: PBL Resource Room Supplies
- Oct 5, 2009:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Oct 5, 2009:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Oct 5, 2009:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Oct 5, 2009:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Oct 10, 2009:** Consultant visits
Person: Pat Himelick/Gerald Krockover/Strategy Task Force
Activity: PBL Consultant Visits/Inservice
- Oct 10, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Oct 12, 2009:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Oct 12, 2009:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Oct 12, 2009:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Oct 12, 2009:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Oct 17, 2009:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Oct 19, 2009:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Oct 19, 2009:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Oct 19, 2009: Contracting outside presenters
Person: Task Force
Activity: Provide Professional Development re: Project-Based Learning

Oct 19, 2009: Planning and/or providing PD for staff
Person: Task Force & grant staff
Activity: Provide Professional Development re: Project-Based Learning

Oct 19, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Oct 19, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Oct 20, 2009: Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing

Oct 24, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Oct 26, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Oct 26, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Oct 26, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Oct 26, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Oct 31, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Nov 2, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Nov 2, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Nov 2, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 2, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 7, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Nov 9, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Nov 9, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Nov 9, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 9, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 14, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Nov 16, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Nov 16, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Nov 16, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 16, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 17, 2009: Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing

Nov 21, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Nov 23, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Nov 23, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Nov 23, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 23, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 28, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Nov 30, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Nov 30, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Nov 30, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Nov 30, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Dec 5, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Dec 5, 2009: Ordering of PBL needed materials
Person: Pat Himelick & Task Force
Activity: PBL Resource Room Supplies

Dec 7, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Dec 7, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Dec 7, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Dec 7, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Dec 12, 2009: Consultant visits
Person: Pat Himelick/Gerald Krockover/Strategy Task Force
Activity: PBL Consultant Visits/Inservice

Dec 12, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Dec 14, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Dec 14, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Dec 14, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Dec 14, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Dec 15, 2009: Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing

Dec 19, 2009: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Dec 21, 2009: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Dec 21, 2009: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Dec 21, 2009: Contracting outside presenters
Person: Task Force
Activity: Provide Professional Development re: Project-Based Learning

Dec 21, 2009: Planning and/or providing PD for staff
Person: Task Force & grant staff
Activity: Provide Professional Development re: Project-Based Learning

Dec 21, 2009: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Dec 21, 2009: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Jan 9, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Jan 11, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Jan 11, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Jan 11, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Jan 11, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Jan 16, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Jan 18, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Jan 18, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Jan 18, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Jan 18, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Jan 19, 2010: Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing

Jan 23, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Jan 25, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Jan 25, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Jan 25, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Jan 25, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Jan 30, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Feb 1, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Feb 1, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Feb 1, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 1, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 6, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Feb 6, 2010: Ordering of PBL needed materials
Person: Pat Himelick & Task Force
Activity: PBL Resource Room Supplies

Feb 8, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Feb 8, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Feb 8, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 8, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 13, 2010: Consultant visits
Person: Pat Himelick/Gerald Krockover/Strategy Task Force
Activity: PBL Consultant Visits/Inservice

Feb 13, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Feb 15, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Feb 15, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Feb 15, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 15, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 16, 2010: Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing

Feb 20, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Feb 22, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Feb 22, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Feb 22, 2010: Contracting outside presenters
Person: Task Force
Activity: Provide Professional Development re: Project-Based Learning

Feb 22, 2010: Planning and/or providing PD for staff
Person: Task Force & grant staff
Activity: Provide Professional Development re: Project-Based Learning

Feb 22, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 22, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Feb 27, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Mar 1, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Mar 1, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Mar 1, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 1, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 6, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Mar 8, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Mar 8, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Mar 8, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 8, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 13, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Mar 15, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Mar 15, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Mar 15, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 15, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 16, 2010: Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing

Mar 20, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Mar 22, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Mar 22, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Mar 22, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 22, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 27, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Mar 29, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Mar 29, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Mar 29, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Mar 29, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Apr 3, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Apr 5, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Apr 5, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Apr 5, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Apr 5, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Apr 10, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

Apr 10, 2010: Ordering of PBL needed materials
Person: Pat Himelick & Task Force
Activity: PBL Resource Room Supplies

Apr 12, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

Apr 12, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

Apr 12, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Apr 12, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Apr 17, 2010: Consultant visits
Person: Pat Himelick/Gerald Krockover/Strategy Task Force
Activity: PBL Consultant Visits/Inservice

- Apr 17, 2010:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Apr 19, 2010:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Apr 19, 2010:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Apr 19, 2010:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Apr 19, 2010:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Apr 20, 2010:** Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing
- Apr 24, 2010:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- Apr 26, 2010:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- Apr 26, 2010:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- Apr 26, 2010:** Contracting outside presenters
Person: Task Force
Activity: Provide Professional Development re: Project-Based Learning
- Apr 26, 2010:** Planning and/or providing PD for staff
Person: Task Force & grant staff
Activity: Provide Professional Development re: Project-Based Learning
- Apr 26, 2010:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- Apr 26, 2010:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- May 1, 2010:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- May 3, 2010:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

May 3, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

May 3, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

May 3, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

May 8, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

May 10, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

May 10, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

May 10, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

May 10, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

May 15, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

May 17, 2010: PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing

May 17, 2010: Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing

May 17, 2010: Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

May 17, 2010: Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

May 18, 2010: Regular updates on grant at staff meetings
Person: Task Force
Activity: PBL Resource Room Information Sharing

May 22, 2010: Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies

- May 24, 2010:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- May 24, 2010:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- May 24, 2010:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- May 24, 2010:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- May 29, 2010:** Maintaining current supplies
Person: Pat Himelick & Grant Staff
Activity: PBL Resource Room Supplies
- May 31, 2010:** PBL Resource Room Set-up
Person: PBL Task Force
Activity: PBL Resource Room Set-up and Staffing
- May 31, 2010:** Staffing of Resource Room
Person: Marilyn Ritchie
Activity: PBL Resource Room Set-up and Staffing
- May 31, 2010:** Assistance in planning and instruction in PBL Resource Room
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room
- May 31, 2010:** Scheduling
Person: Pat Himelick & Grant Staff
Activity: Use of PBL Resource Room

Teacher Mentoring Program

- May 28, 2009:** Strategy Chairs will meet with principal to discuss expectations of the implementation of the leveled discipline system
Person: Libby Saban
Activity: Meeting with Principal
- Aug 10, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Aug 10, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Aug 15, 2009:** The principal will inform the staff of weekly walk-throughs to observe the implementation of the leveled discipline system by all teachers.
Person: Principal
Activity: Staff Meeting
- Aug 17, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

- Aug 17, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Aug 24, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Aug 24, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Aug 31, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Aug 31, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Sep 7, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Sep 7, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Sep 14, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Sep 14, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Sep 15, 2009:** collect teacher observation/evaluations
Person: Principal
Activity: Collect baseline data
- Sep 21, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Sep 21, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Sep 28, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Sep 28, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

- Oct 5, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Oct 5, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Oct 12, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Oct 12, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Oct 19, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Oct 19, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Oct 26, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Oct 26, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Nov 2, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Nov 2, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Nov 9, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Nov 9, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Nov 16, 2009:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Nov 16, 2009:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Nov 23, 2009: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

Nov 23, 2009: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

Nov 30, 2009: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

Nov 30, 2009: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

Dec 7, 2009: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

Dec 7, 2009: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

Dec 14, 2009: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

Dec 14, 2009: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

Dec 15, 2009: collect teacher observation/evaluations

Person: Principal

Activity: Collect first semester/trimester follow up data

Dec 21, 2009: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

Dec 21, 2009: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

Jan 11, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

Jan 11, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

Jan 18, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

Jan 18, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Jan 25, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

Jan 25, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Feb 1, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

Feb 1, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Feb 8, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

Feb 8, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Feb 15, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

Feb 15, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Feb 22, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

Feb 22, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Mar 1, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

Mar 1, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes

Mar 8, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

- Mar 8, 2010:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Mar 15, 2010:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Mar 15, 2010:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Mar 22, 2010:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Mar 22, 2010:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Mar 29, 2010:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Mar 29, 2010:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Apr 5, 2010:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Apr 5, 2010:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Apr 12, 2010:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Apr 12, 2010:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Apr 19, 2010:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs
- Apr 19, 2010:** Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.
Person: Principal
Activity: Monday Morning Notes
- Apr 26, 2010:** complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system
Person: Principal
Activity: Daily classroom walk-throughs

Apr 26, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

May 3, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

May 3, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

May 10, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

May 10, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

May 15, 2010: collect teacher observation/evaluations

Person: Principal

Activity: Collect final semester/trimester follow up data

May 17, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

May 17, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

May 24, 2010: complete walkthroughs of classrooms daily observing teacher implementation of the new leveled discipline system

Person: Principal

Activity: Daily classroom walk-throughs

May 24, 2010: Principal will send weekly reminders in the morning notes in regards to the implementation of the levels system.

Person: Principal

Activity: Monday Morning Notes

Timely Additional Assistance

Sep 1, 2009: Collect baseline data from parent survey

Person: Title I Teachers

Activity: Collect baseline data

Sep 1, 2009: Title I Teachers and classroom teachers will determine the how often and how long identified students will be pulled from the regular classroom to have one-on-one or small group instruction

Person: Title I Teachers, Classroom Teachers

Activity: Scheduling

Sep 1, 2009: Title I teachers will collaborate with classroom teachers to create a schedule

Person: Title I Teachers, Classroom Teachers

Activity: Scheduling

- Sep 1, 2009:** Identify struggling readers
Person: Title I Teachers
Activity: Student Selection
- Sep 5, 2009:** Provide permission slip for students to participate
Person: Title I Teachers
Activity: Student Selection
- Sep 5, 2009:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Sep 15, 2009:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- Oct 5, 2009:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Oct 15, 2009:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- Nov 5, 2009:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Nov 15, 2009:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- Dec 5, 2009:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Dec 15, 2009:** Collect follow up data from parent survey
Person: Title I Teachers
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- Jan 5, 2010:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Jan 15, 2010:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- Feb 5, 2010:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Feb 15, 2010:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling

- Mar 5, 2010:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Mar 15, 2010:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- Apr 5, 2010:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- Apr 15, 2010:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- May 5, 2010:** Meet with parents to discuss attendance policy, stressing the importance of school attendance to obtain success
Person: Title I Teachers
Activity: Students Absences Affecting Remediation
- May 15, 2010:** Provide one-on-one or small group instruction to identified students 3 days per week
Person: Title I Teachers
Activity: Scheduling
- May 26, 2010:** Collect follow up data from parent survey
Person: Title I Teachers
Activity: Collect final semester/trimester follow up 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> |