

School Improvement Plan - 2010-2011

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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

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-Making

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.

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

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

Strategy Chairs

- Joni Barr
- Paula Concus
- Carol Daily
- Mandy Enoch
- Pat Himelick
- Natalie Keck
- Shane Kretz
- Melanie Longworth
- Roberta Mayes
- Jessica McFatrige
- Britney Miller
- Tina Robinson

- Darlene Welke
- Terri White

Community Council

- Greg Aaron - Community (higher ed)
- Robb Blume - Community
- Colleen Craig - Media specialist
- Deanna Depew - Parent
- Vicki Douglas - School Staff
- Joe Dunbar - Community
- Carmen Eltringham - Head Start
- Barbara Enstrom - Parent of special needs child
- Ryan Gilbert - Youth agency rep
- Kelli Hummer - Parent of student receiving free/reduced lunch
- Marie Kunkle - Community
- Michelle McCoy - Community Member
- Cavalene Miller - Parent of 2nd grade student
- Mary Pruiett - Clergy
- Dana Scarberry - Parent
- Greg Stephens - Business
- Darlene Welke - Teacher
- Isaac White - Parent of 1st grader/labor rep.
- Breanna Worley - Parent
- Carrie York - Parent of 2nd grader

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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 – 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 – 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: – 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: – 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: – 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: – 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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	66%	72%	66.7%	75%		78%		81%		85%		100%

All students - Pass ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	73%	75%	67.3	78%		81%		84%		88%		100%

First grade - F & P showing level I or higher (Spring Assessment)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	56.1%	59.1%		62.1%	25*%	65.2%		68.2%		79%		100%

Grade 2 students - F & P showing level M or higher (Spring Assessment)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	28%	31%		45%	42.1*%	54%		62%		75%		100%

Kindergarten - F & P showing Level A or higher (Spring Assessment)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	48%	51%		58%	59.5*%	65%		74%		80%		100%

Special Ed Students Grades 3-5 - Passing ISTEP Reading Comprehension (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	34%	44%	21%	31%		41%		51%		61%		100%

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Communication between school and home could be improved

38% of students disagree or don't know if the adult in their home talks to their teacher 24% of parents indicate that they disagree or don't know if they talk to their child's teacher The % of Free/Reduced Lunch parents who do not communicate with their child's teacher is 27%

We are concerned that... An articulated curriculum does not exist.

Curriculum maps are not available to teachers and teachers have not had professional development related to curriculum design.

We are concerned that... The staff does not use universal assessment data to plan instruction.

Because we haven't had a universal district assessment system, teachers have not been able to use assessment results for instructional planning consistently across the district.

We are concerned that... 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%)

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

Leveled Discipline System

Teachers will continue to develop and implement a discipline leveling system involving all students that will encourage appropriate behavior, responsibility, and ownership of academic success for the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: General

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. The automated school messenger is a tool that will be used to enhance communication between parents and teachers to ensure academic success.

Impact Level: Low Impact

Focus: General

Pk-12 Universal Assessment Data Linked to Instruction

The district will provide professional development for data chairs and building representatives about how to interpret and use the data obtained from the district's universal assessments. The professional development activities will be provided throughout the school year beginning in the fall of 2010. The school's data chair will 1) attend training provided by the district, 2) present content learned to their staff, and 3) provide feedback to the district assessment administrator through a survey.

Impact Level: High Impact - Inside

Focus: Specific

PK-12 Universal Assessment Implementation

The district will provide professional development related to the implementation of the district's universal assessments for data chairs and building representatives throughout the school year beginning in the fall of 2010. The school's data chair will 1) attend training provided by the district, 2) present content learned to their staff, and 3) provide feedback regarding implementation to the district assessment administrator.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

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. The principal will communicate with parents how parents can monitor student progress to enhance academic achievement during the awards program.

Impact Level: Low Impact

Focus: General

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. This informal meeting will allow teachers to discuss Indiana academic standards that will be taught, ISTEP expectations, and how parents can support student achievement at home.

Impact Level: High Impact - Outside

Focus: General

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. Family Fun Night will be used to train parents how to encourage and support academic achievement.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Newsletters

Every 9 week grading period a school-wide newsletter will be sent home. Each grade level will submit a highlight of upcoming events and standards being implemented in the classroom. Additionally, the newsletter will include information from the specials teachers, social worker, principal, and nurse. We will communicate community resources within each newsletter.

Impact Level: High Impact - Outside

Focus: General

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. Additionally, teachers will discuss Indiana academic standards that will be taught as well as expectations for ISTEP. This meeting will also be used to explain to parents how to monitor student progress as well as how to effectively communicate with the classroom teacher to enhance academic achievement.

Impact Level: High Impact - Outside

Focus: General

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. This breakfast encourages family support and involvement with their child.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement

One time per semester, our principal will hold a staff meeting/in-service that teaches staff the importance of parent involvement and ways to better communicate with parents.

Impact Level: High Impact - Inside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

On a monthly basis, our preschool teacher will communicate with the parent coordinator at Head Start to share information about parent activities and discuss the knowledge and skills that children need in order to be prepared for kindergarten.

Impact Level: High Impact - Outside

Focus: General

E. Parent Information Resource Center Website

At the beginning of the 2010-2011 school year, teachers will notify parents about the Indiana PIRC website on our school website. This information will also be included in our monthly newsletter.

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies and English/Language arts. The district chairs will 1) plan and provide professional development related to curriculum design based on "Understanding by Design," and 2) provide opportunities for building-level strategy chairs and curriculum designers to work. Curriculum designers (teachers appointed by the teachers' association) will 1) attend training provided by the district, 2) develop curriculum, and 3) share information with the staff, and 4) generate consensus on the curriculum. The school's strategy chair will 1) attend training provided by the district, 2) work with the curriculum designers to a) share information with the staff, and b) generate consensus on the curriculum.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Small Guided Reading Groups

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all high qualified teachers and professionals by distributing a newsletter. The building principal will maintain a list of all teachers in the building and will indicate whether or not each teacher holds a valid Indiana teaching license. Additionally, a list of all teachers in the building and records how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS) will be maintained. All Bon Air Elementary teachers are highly qualified as noted in document D.13.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school. 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. Our school will continue to work with central office to ensure that highly qualified teachers seek employment at the school.

Impact Level: High Impact - Inside

Focus: General

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.

Impact Level: High Impact - Outside

Focus: Specific

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.

Impact Level: High Impact - Outside

Focus: General

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.

Impact Level: High Impact - Outside

Focus: General

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.

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Parents are invited to attend the annual Title I meeting to learn about the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs, 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. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Special Education

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: One-On-One Reading

Parents, teachers, and mentors will work together to read one-on-one with all children in grades K-5 an average of 30 minutes per week. This is in addition to whole group reading as well as small guided reading group instruction. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Local Strategies

Leveled Discipline System

% of students who take responsibility for their own actions and learning as indicated by leveled disciplined system

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
N/A	100%		100%	

% of staff who implement the behavioral level system

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

Required Strategies

A. Parent Involvement: Newsletters

The % of grade level teams submitting a blog for the newsletter.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0%	100%		100%	

F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

Number of teachers trained

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

I. Focused Academic Area: Small Guided Reading Groups

% of teachers implementing small guided reading groups

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100%	100%		100%	

L. Early Childhood Transition: Preschool home-visitor program

% of parents who successfully complete all of the activities left by the home visitor.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	100%		100%	

% of parents who read a book left with the child each week after the home visit.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	100%		100%	

U. Focused Student Group: Special Education

% of teachers implementing additional interventions

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
40%	100%		100%	

% of Special Ed Teachers implementing small guided reading groups

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

W. Timely Additional Assistance: One-On-One Reading

% of adults who read to/with a student 30 minutes per week

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Early Childhood Transition

- Sep 13, 2010:** Gather names of potential participants **Person:** Roberta Mayes
- Sep 13, 2010:** Home Visiting Teacher will provide flexible scheduling **Person:** Roberta Mayes
- Sep 13, 2010:** Mail application **Person:** Roberta Mayes
- Sep 13, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Sep 17, 2010:** Telephone parents/explain program **Person:** Roberta Mayes
- Sep 18, 2010:** 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
- Sep 20, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Sep 24, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Sep 24, 2010:** Create log for parents to track completed activities **Person:** Roberta Mayes
- Sep 24, 2010:** Create log for parents to track reading **Person:** Roberta Mayes
- Sep 24, 2010:** Plan weekly home visits with preschool children **Person:** Roberta Mayes
- Sep 27, 2010:** Conduct weekly home visits **Person:** Roberta Mayes
- Sep 27, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Oct 1, 2010:** Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
- Oct 1, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Oct 4, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Oct 8, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Oct 11, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Oct 15, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Oct 18, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Oct 22, 2010:** Collect reading & activity logs **Person:** Roberta Mayes
- Oct 22, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Oct 25, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Oct 28, 2010:** Administer Pre-Kids & Brigance Assessments **Person:** Roberta Mayes
- Oct 28, 2010:** Recognize achievements at reward ceremony **Person:** Roberta Mayes
- Oct 29, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Nov 1, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Nov 5, 2010:** Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
- Nov 5, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Nov 8, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Nov 12, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Nov 15, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Nov 19, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Nov 22, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Nov 26, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Nov 29, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Nov 30, 2010:** Collect fall data: % of parents who read a book left with the child each week after the home visit. **Person:**
- Nov 30, 2010:** Collect fall data: % of parents who successfully complete all of the activities left by the home visitor. **Person:**
- Dec 3, 2010:** Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
- Dec 3, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Dec 6, 2010:** Planning & Preparation **Person:** Roberta Mayes
- Dec 10, 2010:** Conduct weekly parent/child workshop **Person:** Roberta Mayes
- Dec 13, 2010:** Planning & Preparation **Person:** Roberta Mayes

Dec 17, 2010: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Dec 20, 2010: Planning & Preparation **Person:** Roberta Mayes
Dec 24, 2010: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Dec 27, 2010: Planning & Preparation **Person:** Roberta Mayes
Dec 31, 2010: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Jan 3, 2011: Planning & Preparation **Person:** Roberta Mayes
Jan 7, 2011: Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
Jan 7, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Jan 10, 2011: Planning & Preparation **Person:** Roberta Mayes
Jan 14, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Jan 17, 2011: Planning & Preparation **Person:** Roberta Mayes
Jan 21, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Jan 24, 2011: Planning & Preparation **Person:** Roberta Mayes
Jan 28, 2011: Administer Pre-Kids & Brigance Assessments **Person:** Roberta Mayes
Jan 28, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Jan 31, 2011: Planning & Preparation **Person:** Roberta Mayes
Feb 4, 2011: Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
Feb 4, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Feb 7, 2011: Planning & Preparation **Person:** Roberta Mayes
Feb 11, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Feb 14, 2011: Planning & Preparation **Person:** Roberta Mayes
Feb 18, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Feb 21, 2011: Planning & Preparation **Person:** Roberta Mayes
Feb 25, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Feb 28, 2011: Planning & Preparation **Person:** Roberta Mayes
Mar 4, 2011: Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
Mar 4, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Mar 7, 2011: Planning & Preparation **Person:** Roberta Mayes
Mar 11, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Mar 14, 2011: Planning & Preparation **Person:** Roberta Mayes
Mar 18, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Mar 21, 2011: Planning & Preparation **Person:** Roberta Mayes
Mar 25, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Mar 28, 2011: Planning & Preparation **Person:** Roberta Mayes
Apr 1, 2011: Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
Apr 1, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Apr 4, 2011: Planning & Preparation **Person:** Roberta Mayes
Apr 8, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Apr 11, 2011: Planning & Preparation **Person:** Roberta Mayes
Apr 15, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Apr 18, 2011: Planning & Preparation **Person:** Roberta Mayes
Apr 22, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Apr 25, 2011: Planning & Preparation **Person:** Roberta Mayes
Apr 29, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
May 2, 2011: Planning & Preparation **Person:** Roberta Mayes
May 6, 2011: Conduct monthly parent meeting to provide parents with child rearing suggestions **Person:** Roberta Mayes
May 6, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
May 6, 2011: Distribute Parent Evaluation **Person:** Roberta Mayes
May 9, 2011: Planning & Preparation **Person:** Roberta Mayes
May 13, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
May 16, 2011: Planning & Preparation **Person:** Roberta Mayes
May 20, 2011: Collect Parent Evaluation **Person:** Roberta Mayes
May 20, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
May 23, 2011: Planning & Preparation **Person:** Roberta Mayes
May 27, 2011: Administer Pre-Kids & Brigance Assessments **Person:** Roberta Mayes
May 27, 2011: Conduct weekly parent/child workshop **Person:** Roberta Mayes
Jun 30, 2011: Collect spring data: % of parents who read a book left with the child each week after the home visit. **Person:**
Jun 30, 2011: Collect spring data: % of parents who successfully complete all of the activities left by the home visitor. **Person:**

Encourage Rigorous Curriculum

Apr 1, 2010: Collect baseline data: Number of teachers trained **Person:**
Aug 20, 2010: KCS Current Curriculum Review **Person:** District Chair
Sep 5, 2010: Curriculum Articulation **Person:** District Chair
Sep 20, 2010: Common Core State Standards Review **Person:** District Chair
Oct 15, 2010: Curriculum Articulation **Person:** District Chair
Nov 30, 2010: Collect fall data: Number of teachers trained **Person:**
Jan 20, 2011: Common Core State Assessments Review **Person:** District Chair
Feb 20, 2011: IDOE Learning Connections Review **Person:** District Chair
Mar 15, 2011: IDOE K-12 Scope & Sequence Review **Person:** District Chair
Apr 20, 2011: IDOE Curriculum Maps Review **Person:** District Chair
Apr 25, 2011: Curriculum Articulation Review **Person:** District Chair
Jun 30, 2011: Collect spring data: Number of teachers trained **Person:**

Focused Academic Area

Sep 16, 2010: Teachers will participate in skill building and implementation for small guided reading groups **Person:** Mandy Enoch/Roxanne York
Sep 17, 2010: Administer Fountis and Pinnell reading assessment in grades K,1 and 2 **Person:** Title teachers
Oct 8, 2010: Log the number of teachers implementing small guided reading groups in their classroom **Person:** Darlene Welke
Oct 21, 2010: Submit Fountis and Pinnell Reading Levels **Person:** Grade level teacher
Nov 19, 2010: Log the number of teachers implementing small guided reading groups in their classroom **Person:** Darlene Welke
Nov 30, 2010: Collect fall data: % of teachers implementing small guided reading groups **Person:** Mandy Enoch
Dec 18, 2010: Submit Fountis and Pinnell Reading Levels **Person:** Grade level teacher
Jan 12, 2011: Log the number of teachers implementing small guided reading groups in their classroom **Person:** Darlene Welke
Jan 15, 2011: Teachers will participate in skill building and implementation for small guided reading groups **Person:** Mandy Enoch/Roxanne York
Mar 11, 2011: Submit Fountis Reading Levels **Person:** Grade level teacher
Mar 25, 2011: Log the number of teachers implementing small guided reading groups in their classroom **Person:** Darlene Welke
May 6, 2011: Administer Fountis and Pinnell reading assessment in grades K,1 and 2 **Person:** Title teachers
May 19, 2011: Submit Fountis and Pinnell Reading Levels **Person:** Grade level teacher
Jun 30, 2011: Collect spring data: % of teachers implementing small guided reading groups **Person:** Mandy Enoch

Focused Student Group

Apr 1, 2010: Collect baseline data: % of Special Ed Teachers implementing small guided reading groups **Person:** Terri White/Jennifer McNew
May 15, 2010: Create a log to track teachers implementing small guided reading groups. **Person:** Terri White/Jennifer McNew
May 15, 2010: Create a log to track teachers providing extra interventions. **Person:** Terri White/Jennifer McNew
May 27, 2010: Special education teachers will meet at end of school year to discuss Fountas/Pinnell assessment **Person:** Terri White
Sep 17, 2010: Administer Fountas/ Pinnell Benchmark assessment **Person:** Special education teacher/title 1
Oct 1, 2010: Special Education teachers meet to discuss intervention strategies **Person:** Terri White/Jennifer McNew
Oct 22, 2010: Log special education teachers' extra interventions **Person:** Terri White/Jennifer McNew
Nov 30, 2010: Collect fall data: % of Special Ed Teachers implementing small guided reading groups **Person:** Terri White/Jennifer McNew
Nov 30, 2010: Collect fall data: % of teachers implementing additional interventions **Person:** Terri White/Jennifer McNew
Dec 24, 2010: Log special education teachers' extra interventions **Person:** Terri White/Jennifer McNew
Feb 25, 2011: Log special education teachers' extra interventions **Person:** Terri White/Jennifer McNew
Mar 1, 2011: Special education teachers meet to discuss intervention strategies **Person:** Terri White/Jennifer McNew
Apr 29, 2011: Log special education teachers' extra interventions **Person:** Terri White/Jennifer McNew
May 6, 2011: Administer Fountas/Pinnell benchmark assessment **Person:** Special education teacher/title 1
Jun 30, 2011: Collect spring data: % of Special Ed Teachers implementing small guided reading groups **Person:** Terri White/Jennifer McNew
Jun 30, 2011: Collect spring data: % of teachers implementing additional interventions **Person:** Terri White/Jennifer McNew

Leveled Discipline System

Apr 15, 2010: Brainstorming session to identify interventions to bring "reds" up **Person:** Kathy Stamper
Apr 20, 2010: Create rewards schedule for 2010-2011 school year **Person:** Shane Kretz
Apr 30, 2010: Create another level for students who are consistently on highest level **Person:** Paula Jensen
Apr 30, 2010: Meet to tweak level system making it more efficient at different grade levels **Person:** Monica Schuck
May 10, 2010: Meet to discuss different ways to identify student levels and replacement of lost materials **Person:** Shane Kretz
May 15, 2010: Create a parent survey **Person:** Travis Cunningham
May 20, 2010: Distribute an end of the year survey for staff **Person:** Travis Cunningham
Aug 17, 2010: Staff meeting to discuss Level System/Review Reward Schedule **Person:** Shane Kretz
Sep 3, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Sep 10, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Sep 17, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Sep 24, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Oct 1, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Oct 8, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Oct 15, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Oct 22, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Oct 29, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Nov 5, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Nov 12, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Nov 19, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Nov 26, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Nov 30, 2010: Collect fall data: % of staff who implement the behavioral level system **Person:** Shane Kretz
Nov 30, 2010: Collect fall data: % of students who take responsibility for their own actions and learning as indicated by leveled disciplined system **Person:** Shane Kretz
Dec 3, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Dec 10, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Dec 17, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Dec 24, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Dec 31, 2010: Collect Daily Behavioral Logs **Person:** Shane Kretz
Jan 7, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Jan 14, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Jan 21, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Jan 28, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Feb 4, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Feb 11, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Feb 18, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Feb 25, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Mar 4, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Mar 11, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Mar 18, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Mar 25, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Apr 1, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Apr 8, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Apr 15, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Apr 22, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Apr 29, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
May 6, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
May 13, 2011: Collect Daily Behavioral Logs **Person:** Shane Kretz
Jun 30, 2011: Collect spring data: % of staff who implement the behavioral level system **Person:** Shane Kretz
Jun 30, 2011: Collect spring data: % of students who take responsibility for their own actions and learning as indicated by leveled disciplined system **Person:** Shane Kretz

Parent Involvement

Apr 1, 2010: Collect baseline data: The % of grade level teams submitting a blog for the newsletter. **Person:** Sheryl Eastes
May 28, 2010: Create template for newsletter **Person:** Britney Miller and Julie Walker
Aug 2, 2010: Compose August Newsletter **Person:** Grade Level Teams

Aug 9, 2010: Submit August Newsletter **Person:** Grade Level Teams
Aug 16, 2010: Distribute August Newsletter **Person:** Mary Pruiett
Aug 23, 2010: Newsletter Workshop **Person:** Britney Miller
Sep 11, 2010: Guidance in writing blog **Person:** Virginia Anglin
Oct 8, 2010: Compose October Newsletter **Person:** Grade Level Teams
Oct 15, 2010: Submit October Newsletter **Person:** Grade Level Teams
Oct 22, 2010: Distribute October Newsletter **Person:** Mary Pruiett
Nov 30, 2010: Collect fall data: The % of grade level teams submitting a blog for the newsletter. **Person:** Sheryl Eastes
Dec 9, 2010: Compose January Newsletter **Person:** Grade Level Teams
Dec 16, 2010: Submit January Newsletter **Person:** Grade Level Teams
Jan 7, 2011: Distribute January Newsletter **Person:** Mary Pruiett
Feb 15, 2011: Guidance in writing blog **Person:** Virginia Anglin
Mar 7, 2011: Compose March Newsletter **Person:** Grade Level Teams
Mar 14, 2011: Submit March Newsletter **Person:** Grade Level Teams
Mar 21, 2011: Distribute March Newsletter **Person:** Mary Pruiett
May 17, 2011: Compose May Newsletter **Person:** Grade Level Teams
May 24, 2011: Submit May Newsletter **Person:** Grade Level Teams
May 31, 2011: Distribute May Newsletter **Person:** Mary Pruiett
Jun 30, 2011: Collect spring data: The % of grade level teams submitting a blog for the newsletter. **Person:** Sheryl Eastes

PK-12 Universal Assessment Data Linked to Instruction

Aug 30, 2010: Analyze Assessment Results **Person:** District Chair
Sep 10, 2010: Link Results to Instruction **Person:** District Chair
Sep 15, 2010: Analyzing Results Staff Meeting **Person:** Paula Concus
Oct 15, 2010: Assessment Grade Level Meeting **Person:** Paula Concus
Nov 1, 2010: Analyze Assessment Results **Person:** District Chairs
Nov 12, 2010: Link Results to Instruction **Person:** District Chair
Jan 3, 2011: Analyze Assessment Results **Person:** District Chair
Jan 14, 2011: Link Results to Instruction **Person:** District Chair
Mar 7, 2011: Analyze Assessment Results **Person:** District Chair
Mar 18, 2011: Link Results to Instruction **Person:** District Chair
Apr 20, 2011: Evaluate Use of Data to drive Instruction **Person:** District Chair

PK-12 Universal Assessment Implementation

Apr 20, 2010: Implementation Review **Person:** District Chair
Aug 15, 2010: Schedule for Implementation **Person:** Paula Concus
Aug 20, 2010: Implementation Overview Staff Meeting **Person:**
Aug 25, 2010: Assess all PK-12 Students **Person:** District Chair
Jan 25, 2011: Assess all PK-12 Students **Person:** District Chair
May 25, 2011: Assess all PK-12 Students **Person:** District Chair

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: % of adults who read to/with a student 30 minutes per week **Person:** Joni Barr
May 6, 2010: Teacher Survey **Person:** Joni
May 13, 2010: Order Nicky folders for all students **Person:** Pat Himelick
May 28, 2010: Create letter to parents explaining reading log **Person:** Joni Bar
May 28, 2010: Create student log to document reading with an adult **Person:** Joni Bar
Jul 27, 2010: Distribute letter to parents regarding reading logs **Person:** Enrollment Helpers
Jul 27, 2010: Distribute reading log to parents **Person:** Enrollment Helpers
Aug 10, 2010: Staff Meeting **Person:** Johanna Moos
Aug 12, 2010: Distribute Nicky folders to all students **Person:** Grade level teachers
Aug 20, 2010: Create teacher chart to track # of minutes read/week **Person:** Jessica, Paula, Johanna
Aug 23, 2010: Begin logging # of minutes read/week **Person:** Parents, teachers, mentors
Aug 23, 2010: Open House - Discuss Reading Logs **Person:** Grade Level Teachers
Aug 27, 2010: Track # of minutes every student reads **Person:** Classroom teachers
Sep 3, 2010: Determine students who need a mentor **Person:** Grade Level Teachers

Sep 3, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Sep 10, 2010: Schedule identified students to meet with mentor **Person:** Vicki Douglas
Sep 10, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Sep 13, 2010: Students begin reading with mentors weekly **Person:** Mentors
Sep 17, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Sep 24, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Oct 1, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Oct 8, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Oct 15, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Oct 22, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Oct 29, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Nov 5, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Nov 12, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Nov 19, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Nov 26, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Nov 30, 2010: Collect fall data: % of adults who read to/with a student 30 minutes per week **Person:** Joni Barr
Dec 3, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Dec 10, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Dec 17, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Dec 24, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Dec 31, 2010: Track # of mintues every student reads **Person:** Classroom teachers
Jan 7, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Jan 14, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Jan 21, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Jan 28, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Feb 4, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Feb 11, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Feb 18, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Feb 25, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Mar 4, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Mar 11, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Mar 18, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Mar 25, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Apr 1, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Apr 8, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Apr 15, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Apr 22, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Apr 29, 2011: Track # of mintues every student reads **Person:** Classroom teachers
Jun 30, 2011: Collect spring data: % of adults who read to/with a student 30 minutes per week **Person:** Joni Barr

Professional Development Summary

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

No professional development is needed for this strategy.

Pk-12 Universal Assessment Data Linked to Instruction

Assessment Grade Level Meeting

Brief Description: Review grade level data-plan instruction

Intended Participants: Teachers, Administrators

Date: Oct 15, 2010

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

PK-12 Universal Assessment Implementation

Schedule for Implementation

Brief Description: Grade level meeting to review assessment implementation schedule

Intended Participants: Teachers, Administrators

Date: Aug 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

A. Parent Involvement: Newsletters

Newsletter Workshop

Brief Description: A workshop will be held to explain the content of the newsletter and the due dates.

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Aug 23, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

Curriculum Articulation

Brief Description: Review new Common Core State Standards-College & Career Readiness Standards with K-12 Task Force

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? Yes

I. Focused Academic Area: Small Guided Reading Groups

No professional development is needed for this strategy.

L. Early Childhood Transition: Preschool home-visitor program

No professional development is needed for this strategy.

U. Focused Student Group: Special Education

Special Education teachers meet to discuss intervention strategies

Brief Description: Special Education teachers will meet to discuss current interventions that are effective.

Intended Participants: Teachers

Date: Oct 1, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? Yes

Special education teachers meet to discuss intervention strategies

Brief Description: Special Education teachers will meet to discuss current interventions that are effective.

Intended Participants: Teachers

Date: Mar 1, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? Yes

Special education teachers will meet at end of school year to discuss Fountas/Pinnell assessment

Brief Description: Special Education teachers will meet to discuss administering Fountas/Pinnell reading assessment.

Intended Participants: Teachers

Date: May 27, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? No

W. Timely Additional Assistance: One-On-One Reading

Staff Meeting

Brief Description: A staff meeting will be held to explain the reading program as well as how to track the number of minutes every child is reading.

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? No

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Communication between school and home could be improved

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:

- Parent Involvement: Automated School Messenger
- A. Parent Involvement: Parent/Teacher Conference
- A. Parent Involvement: Newsletters

We are concerned that... An articulated curriculum does not exist.

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:

- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

We are concerned that... The staff does not use universal assessment data to plan instruction.

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:

- Pk-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation

We are concerned that... Student Behavior

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)

Strategies to Impact This Concern:

- Leveled Discipline System

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)

Strategies to Impact This Concern:

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

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Kindergarten -- F & P showing Level A or higher (Spring Assessment)

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

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:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Small Guided Reading Groups

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- Kindergarten -- F & P showing Level A or higher (Spring Assessment)

Strategies to Impact This Concern:

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

M. Parent Notice - Assessment Results (SW)

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

Q. School-Parent Involvement Policy (SW)

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 (SW)

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:

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

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

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- First grade -- F & P showing level I or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level A or higher (Spring Assessment)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: One-On-One Reading

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	In the Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	No waivers requested
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	ISTEP-Grades 3,4,5 ACUITY 3,4,5 IRDA K,1,2 STAR Reading and Math Grades 2,3,4,5; Fountas & Pinnell (1-5)
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> -- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Classroom Assessment Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	At this time we have no plans to consolidate programs.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2011-2012 school year