

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:54:38

Boulevard Elementary School (2947)

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

Boulevard Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Title I Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Jill Davis - Teacher
- Melody Gammans - Teacher
- Robert L. Hayes - Community Representative (Business)
- Jada McCallum - Teacher
- Karin Pinto - Parent/Guardian
- Jacquelyn Thomas-Miller - Administrator

Strategy Chairs

- Beth Anders
- Hether Darnell
- Deena Grammer
- Jennifer McKee
- Title I Teacher TBD

Community Council

- Cheryl Bender - volunteer
- Pam England
- Tim England - pastor
- Rob Pinto - electrical engineer
- Pam Prather
- Jocena Selley
- Marilyn Skinner - Director of IUK Early Childhood Education Center
- La Shaya Williams

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:

to be responsible for their own learning. They deserve a teacher that is highly qualified who challenges, engages, and motivates them. They deserve support from teachers, parents, and community. All students deserve to feel safe, be challenged, be healthy, be accountable, be loved, a second chance, and to have their basic needs met. School supplies, current technology, equal opportunities, and good books are also a must. All students deserve to learn. All students deserve to be wanted, be treated with acceptance, have a variety of learning experiences, a mentor, and have parents/guardians involved in their education. All students deserve expectations that help them set personal goals and be connected with caring, supportive adults who encourage them to grow. They deserve procedures that become consistent routines. They deserve to be listened to, a structured environment, privacy, and administrators who think of kids first. All students deserve to be respected for their individuality and opportunities to express their creativity. All students deserve to be welcomed. All students deserve a chance to succeed at their level, have appropriate class sizes, to dream and encourage their dreams, the right to fail and not be ridiculed, and the right to just be a child. They also deserve speedy intervention when having difficulties. They deserve to be taught at least part of their day in their modality and they deserve appropriate curriculum with the appropriate materials available.

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

by being relaxed, less stressed, experiencing the joy of watching children learn, positive attitudes, more creativity, good morale, and willingness to participate in professional anything. They will be encouraging, praising, reminding, and reinforcing procedures. They will provide frequent student conferences. They will be facilitators. They will be working collaboratively together.

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

meet expectations and goals, work for a common good, are happy, less stressed, and engaged. All students will have good test scores, more above grade level scoring, and high self-esteem. All students will become life long learners and be less egocentric. All students will be motivated, show self-control, accepting of differences in others, internally motivated, get work completed, and excited about homework. All students will feel comfortable in making mistakes, proud of accomplishments and actions, and show interest in others.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who pass IRDA: 100%
- % of students who pass star Acuity: 100%
- % of students who graduate: 100%
- % of students who show mastery of benchmark testing: 100%
- % of students who show grade level on Waterford: 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.

1st Grade - Indiana Reading Diagnostic 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	
	46%		58%	70%		80%		90%		100%		100%

2nd Grade - Indiana Reading Diagnostic 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	
	58%		91%	95%		96%		97%		98%		100%

3rd Grade - Mastering ISTEP Writing Process (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	86%		70%		73%	86%		96%		100%		100%

3rd Grade - Star Reading On grade level 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	
	63%		55%	60%		70%		80%		90%		100%

4th Grade - Star Reading On grade level 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	
	60%		80%	85%		90%		95%		100%		100%

5th grade - Star Reading On grade level 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	
	61%		70%	75%		80%		90%		95%		100%

Special Education Students Grades 3-5 - Passing ISTEP 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	
	53%		49%	60%		70%		80%		90%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Differentated Instruction

23% of students don't know if teachers allow extra time.

Concern: Personal Problems

Students brought up issue in Student Body Meeting. 66% of teachers feel that other students behaviors get in the way of students learning. 66% of students believe that behavior interferes with learning.

Concern: Progress monitoring & Data Driven Instruction

Assessments are not aligned across K-5. Each grade level uses a different method to assess reading, writing and math.

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

Local Strategies

Building Relationships Through Casual Meetings —

All certified staff members will make contact through casual meetings with an at risk student (one who is not achieving at his/her fullest potential) each week in an attempt to develop a positive relationship with that student. The teacher will give unconditional encouragement and help to motivate the student to succeed in school. Casual meetings could consist of greeting the student in the hallway, asking how his day is going, or discussing concerns brought up by the student.

PK-12 Assessment Alignment —

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

Required Strategies

A. Parent Involvement —

During October and March, staff will hold a Reading event for students and families in the evening from 4-6 at Boulevard. Staff will model how to do "Read Alouds" with children. Parents will be given books and reading activity sheets to take home. We will send home a follow up survey to determine effectiveness and use of books and activities at home.

F. Encourage Rigorous Curriculum: Differentiated Instruction —

All certified staff will match their instructional approach daily to the specific learning profiles of their students.

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

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

I. Focused Academic Area: "The Simple Six" by Kay Davidson —

All certified teachers of language arts will implement "The Simple 6" approach to writing instruction during the 2009-2010 school year.

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 —

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

L. Early Childhood Transition: Getting Preschool Children Ready for Reading in Kindergarten —

Kindergarten teachers will contact local preschools and families to invite them to a collaborative meeting to discuss the K reading curriculum in order to coordinate and align instruction for children transitioning from preschool to kindergarten.

M. Parent Notice - Assessment Results —

Individual 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.

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.

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

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/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 distributed in a timely fashion to parents of students who have been assigned, or been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified

S. School-Parent Compact —

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

T. Annual Parent Meeting —

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

U. Focused Student Group: Special Education: Weekly Collaboration —

All special education teachers will collaborate weekly to develop strategies and match interventions to meet the needs of special education students who are struggling in reading. The teachers will use these interventions to remediate and/or support the services provided in the classroom.

W. Timely Additional Assistance: 30 Minutes Additional Literacy Time —

Students in grades K-5 who are not achieving grade level standards in reading and writing will be provided 30 additional minutes of instruction time three days per week in small groups by the Title I teacher.

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.

Building Relationships Through Casual Meetings

No professional development is needed for this strategy.

A. Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Differentiated Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Differentiated Instruction Conference</i>	Source: Professional Development Fund Amount: \$290.00	Information
Brief Description	Intended Participants	Activity Format
ISRA Conference Differentiated Instruction Strand	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Professional Reading Materials on Differentiated Instruction</i>	Source: Professional Development Fund Amount: \$200.00	Information
Brief Description	Intended Participants	Activity Format
Principal will purchase professional reading materials for the professional library.	Teachers Administrators	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Workshop on Differentiated Instruction</i>	Source: NA Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Teacher will hold a Make-It/Take-It workshop demonstrating a strategy that can be used immediately in the classroom.	Teachers Administrators	Presentation/Workshop

I. Focused Academic Area: "The Simple Six" by Kay Davidson

Professional Development Activity	Funding	Activity Purpose
<i>Workshop for New Teachers</i>	Source: Professional Development Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Partially trained or new untrained teachers will receive training in using the "Simple Six" approach to writing instruction.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff Kick Off Meeting</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Staff will meet to discuss Simple Six	Teachers	Talk to

L. Early Childhood Transition: Getting Preschool Children Ready for Reading in Kindergarten

No professional development is needed for this strategy.

U. Focused Student Group: Special Education: Weekly Collaboration

Professional Development Activity	Funding	Activity Purpose
<i>Grade Level Reading Presentations</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Grade Levels and Special Education Teachers will present reading strategies during staff meetings throughout the year.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Special Education Conferences</i>	Source: Professional Development Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Selected teachers will attend a special education conference on reading strategies.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Presentations to Staff</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Staff will participate in two professional development presentations one about reading recovery strategies and the second about reading across grade levels.	Teachers	Presentation/Workshop

W. Timely Additional Assistance: 30 Minutes Additional Literacy Time

Professional Development Activity	Funding	Activity Purpose
<i>Leveled Literacy Intervention</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Title I staff will be trained to provide literacy interventions	Teachers	Presentation/Workshop

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Differentiated Instruction

Data Targets Influenced by This Concern:

- 1st Grade -- Indiana Reading Diagnostic Spring Assessment
- 2nd Grade -- Indiana Reading Diagnostic Spring Assessment
- 3rd Grade -- Star Reading On grade level Spring Assessment
- 4th Grade -- Star Reading On grade level Spring Assessment
- 5th grade -- Star Reading On grade level Spring Assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

Concern: Personal Problems

Data Targets Influenced by This Concern:

- 1st Grade -- Indiana Reading Diagnostic Spring Assessment
- 2nd Grade -- Indiana Reading Diagnostic Spring Assessment
- 3rd Grade -- Star Reading On grade level Spring Assessment
- 4th Grade -- Star Reading On grade level Spring Assessment
- 5th grade -- Star Reading On grade level Spring Assessment

Strategies to Impact This Concern:

- Building Relationships Through Casual Meetings

Concern: Progress monitoring & Data Driven Instruction

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- PK-12 Assessment Alignment

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 1st Grade -- Indiana Reading Diagnostic Spring Assessment
- 2nd Grade -- Indiana Reading Diagnostic Spring Assessment
- 3rd Grade -- Mastering ISTEP Writing Process (seat data)
- 3rd Grade -- Star Reading On grade level Spring Assessment
- 4th Grade -- Star Reading On grade level Spring Assessment
- 5th grade -- Star Reading On grade level Spring Assessment
- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction
- F. Encourage Rigorous Curriculum: Pk-12 Curriculum Articulation

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:

- 1st Grade -- Indiana Reading Diagnostic Spring Assessment
- 2nd Grade -- Indiana Reading Diagnostic Spring Assessment
- 3rd Grade -- Star Reading On grade level Spring Assessment
- 4th Grade -- Star Reading On grade level Spring Assessment
- 5th grade -- Star Reading On grade level Spring Assessment

Strategies to Impact This Concern:

- I. Focused Academic Area: "The Simple Six" by Kay Davidson

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Getting Preschool Children Ready for Reading in Kindergarten

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (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:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education: Weekly Collaboration

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: 30 Minutes Additional Literacy Time

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:	school website, media center, and office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	IRDA given to K-2 students 3 times a year on the computer. Assesses students on Comprehension, phonics, phonemic awareness, and fluency. STAR given to 1-5 assessing reading level.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We would not like to waive any rules or statutes	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Title I will coordinate programs with Special Education, ELL and High Ability.	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.

Building Relationships Through Casual Meetings

May 10, 2009: Determine % of "targeted" students who turn in homework, come to class prepared, ask for additional help when needed.

Person: Beth Maxwell and Ellea Budd

Activity: Collect baseline data

May 10, 2009: Determine % of students who indicate that they feel a connection with a teacher

Person: Beth Maxwell and Ellea Budd

Activity: Collect baseline data

May 10, 2009: Determine % of teachers reporting they have made contact with their "target" students during the week.

Person: Beth Maxwell and Ellea Budd

Activity: Collect baseline data

May 20, 2009: Each teacher nominates 1-3 "target" students as a participant.

Person: J. Thomas-Miller

Activity: List of "target" students

May 21, 2009: Compile the list of names.

Person: D. Grammer

Activity: List of "target" students

May 21, 2009: Gather pictures of the students named.

Person: S. Ednie-Bassett

Activity: List of "target" students

Aug 17, 2009: Each teacher reviews the pictures of targeted students and chooses 1-3 to "connect" with.

Person: J. Thomas-Miller

Activity: List of "target" students

Aug 18, 2009: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.

Person: All teachers

Activity: Connecting with Students

Aug 25, 2009: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.

Person: All teachers

Activity: Connecting with Students

Aug 28, 2009: Private discussions with Teachers

Person: Task Force Members

Activity: Teachers Fail or are Unable to Connect with Students

Sep 1, 2009: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.

Person: All teachers

Activity: Connecting with Students

Sep 1, 2009: Discuss effectiveness, concerns, questions at staff meetings.

Person: J. Thomas-Miller

Activity: Discuss Concerns with Staff

- Sep 8, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Sep 15, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Sep 22, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Sep 28, 2009:** Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students
- Sep 29, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Oct 1, 2009:** Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff
- Oct 6, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Oct 13, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Oct 20, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Oct 27, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Oct 28, 2009:** Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students
- Nov 1, 2009:** Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff
- Nov 3, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Nov 10, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Nov 17, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

- Nov 24, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Nov 28, 2009:** Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students
- Dec 1, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Dec 1, 2009:** Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff
- Dec 8, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Dec 10, 2009:** Determine % of "targeted" students who turn in homework, come to class prepared, ask for additional help when needed.
Person: Beth Maxwell and Ellea Budd
Activity: Collect first semester/trimester follow up data
- Dec 10, 2009:** Determine % of students who indicate that they feel a connection with a teacher
Person: Beth Maxwell and Ellea Budd
Activity: Collect first semester/trimester follow up data
- Dec 10, 2009:** Determine % of teachers reporting they have made contact with their "target" students during the week.
Person: B. Maxwell and E. Budd
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Dec 20, 2009:** Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students
- Dec 22, 2009:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Jan 1, 2010:** Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff
- Jan 12, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Jan 19, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Jan 26, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Jan 28, 2010: Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students

Feb 1, 2010: Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff

Feb 2, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Feb 9, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Feb 16, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Feb 23, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Feb 28, 2010: Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students

Mar 1, 2010: Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff

Mar 2, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Mar 9, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Mar 16, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Mar 23, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Mar 28, 2010: Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students

Mar 30, 2010: Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students

Apr 1, 2010: Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff

- Apr 6, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Apr 13, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Apr 20, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Apr 27, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- Apr 28, 2010:** Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students
- May 1, 2010:** Discuss effectiveness, concerns, questions at staff meetings.
Person: J. Thomas-Miller
Activity: Discuss Concerns with Staff
- May 4, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- May 10, 2010:** Determine % of "targeted" students who turn in homework, come to class prepared, ask for additional help when needed.
Person: Beth Maxwell and Ellea Budd
Activity: Collect final semester/trimester follow up data
- May 10, 2010:** Determine % of students who indicate that they feel a connection with a teacher
Person: Beth Maxwell and Ellea Budd
Activity: Collect final semester/trimester follow up data
- May 11, 2010:** Determine % of teachers reporting they have made contact with their "target" students during the week.
Person: B. Maxwell and E. Budd
Activity: Collect final semester/trimester follow up data
- May 11, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- May 18, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- May 25, 2010:** Teachers "connect" with their students in the hallway, lunchroom, bus line, etc.
Person: All teachers
Activity: Connecting with Students
- May 28, 2010:** Private discussions with Teachers
Person: Task Force Members
Activity: Teachers Fail or are Unable to Connect with Students

Early Childhood Transition

Aug 18, 2009: Prepare information about K reading program for preschools and families

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Aug 19, 2009: Prepare information about reading skills needed during Preschool years to be ready for K

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Aug 20, 2009: Plan meeting for preschools and families to learn about K reading program

Person: Kindergarten Teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Sep 5, 2009: Prepare agenda and invitation to meeting

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Sep 20, 2009: Send invitation to preschools and families

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Oct 10, 2009: Hold meeting about K reading program

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Jan 10, 2010: Plan follow up meeting about K reading program

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Jan 12, 2010: Prepare agenda and invitation to meeting

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Feb 10, 2010: Prepare materials about K reading program

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Mar 16, 2010: Hold follow up meeting about K reading program for Preschools and families

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Apr 16, 2010: Prepare summer reading activities for Preschool families to use over summer to get ready for K

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

May 18, 2010: Send out summer reading activities to Preschools and to families

Person: K teacher

Activity: Kindergarten preschools and families Collaboration Meeting

Encourage Rigorous Curriculum

Mar 17, 2009: Attend ISRA conference

Person: Hether Darnell

Activity: Differentiated Instruction Conference

Mar 23, 2009: Copy and distribute information to staff

Person: Hether Darnell

Activity: Differentiated Instruction Conference

Mar 31, 2009: Determine the percent of teachers who implement differentiated instruction
Person: Jackie Thomas-Miller
Activity: Collect baseline data

Sep 1, 2009: Divide teachers
Person: Cheryl Buchanan
Activity: Talk To

Sep 15, 2009: Create Differentiated Instruction bulletin board in central location
Person: Nichole Rivers
Activity: Bulletin Board

Sep 15, 2009: Talk to grade level teams
Person: Task Force
Activity: Talk To

Sep 30, 2009: Brainstorm strategies to add to the bulletin board
Person: Task Force
Activity: Bulletin Board

Sep 30, 2009: Introduce bulletin board to teachers
Person: Nichole Rivers
Activity: Bulletin Board

Sep 30, 2009: Purchase professional reading materials
Person: Jackie Thomas-Miller
Activity: Professional Reading Materials on Differentiated Instruction

Oct 1, 2009: Principal walkthroughs
Person: Jackie Thomas-Miller
Activity: Principal Walkthroughs

Oct 1, 2009: Copy data
Person: Cheryl Buchanan
Activity: Research Data

Oct 15, 2009: Distribute data
Person: Cheryl Buchanan
Activity: Research Data

Oct 30, 2009: Post strategies to bulletin board
Person: Nichole Rivers
Activity: Bulletin Board

Oct 30, 2009: Survey staff to determine materials needed
Person: Jessica Grinslade
Activity: Materials

Oct 30, 2009: Teachers meet in grade level teams to discuss strategy implementation
Person: Teachers
Activity: Peer Coaching

Oct 30, 2009: Create time for teachers to conduct peer observations
Person: Cheryl Buchanan
Activity: Peer Observation

Oct 30, 2009: Place materials in professional library
Person: Jackie Thomas-Miller
Activity: Professional Reading Materials on Differentiated Instruction

Nov 1, 2009: Design a Make-It/Take-It Workshop
Person: Hether Darnell
Activity: Workshop on Differentiated Instruction

Nov 10, 2009: Create time for workshop
Person: Hether Darnell
Activity: Workshop on Differentiated Instruction

Nov 15, 2009: Purchase materials
Person: Jackie Thomas-Miller
Activity: Materials

Nov 20, 2009: Hold workshop
Person: Hether Darnell
Activity: Workshop on Differentiated Instruction

Nov 30, 2009: Post strategies to bulletin board
Person: Nichole Rivers
Activity: Bulletin Board

Nov 30, 2009: Distribute materials
Person: Jessica Grinslade
Activity: Materials

Nov 30, 2009: Provide support to grade level teams
Person: Jessica Grinslade
Activity: Peer Coaching

Dec 3, 2009: Principal walkthroughs
Person: Jackie Thomas-Miller
Activity: Principal Walkthroughs

Dec 15, 2009: Determine the percent of teachers who implement differentiated instruction
Person: Jackie Thomas-Miller
Activity: Collect first semester/trimester follow up data

Dec 30, 2009: Post strategies to bulletin board
Person: Nichole Rivers
Activity: Bulletin Board

Jan 1, 2010: Teachers meet in grade level teams to discuss strategy implementation
Person: Teachers
Activity: Peer Coaching

Jan 30, 2010: Post strategies to bulletin board
Person: Nichole Rivers
Activity: Bulletin Board

Feb 4, 2010: Principal walkthroughs
Person: Jackie Thomas-Miller
Activity: Principal Walkthroughs

Mar 2, 2010: Post strategies to bulletin board
Person: Nichole Rivers
Activity: Bulletin Board

Mar 5, 2010: Teachers meet in grade level teams to discuss strategy implementation
Person: Teachers
Activity: Peer Coaching

Apr 2, 2010: Post strategies to bulletin board

Person: Nichole Rivers

Activity: Bulletin Board

Apr 8, 2010: Principal walkthroughs

Person: Jackie Thomas-Miller

Activity: Principal Walkthroughs

May 7, 2010: Teachers meet in grade level teams to discuss strategy implementation

Person: Teachers

Activity: Peer Coaching

May 10, 2010: Determine the percent of teachers who implement differentiated instruction

Person: Jackie Thomas-Miller

Activity: Collect final semester/trimester follow up data

Focused Academic Area

, 2009: Prepare materials for distribution at the meeting

Person: Task Force Committee

Activity: Staff Kick Off Meeting

✓ **Mar 2, 2009:** Create a teacher survey

Person: Susan Garner

Activity: Collect baseline data

✓ **Mar 9, 2009:** Collect and tally survey results

Person: Susan Garner, Lori Graham

Activity: Collect baseline data

May 15, 2009: Find funds to purchase additional example books

Person: Jacquelyn Thomas-Miller

Activity: "Simple Six" Supplies

May 15, 2009: Survey school library for recommended example books

Person: Susie Kring (and librarian)

Activity: "Simple Six" Supplies

May 29, 2009: Order additional example books

Person: Susie Kring

Activity: "Simple Six" Supplies

May 29, 2009: Order student folders

Person: Beth Anders

Activity: "Simple Six" Supplies

May 29, 2009: Order writing paper

Person: Beth Anders

Activity: "Simple Six" Supplies

Aug 1, 2009: Find funding for training session

Person: Jacquelyn Thomas-Miller

Activity: Workshop for New Teachers

Aug 1, 2009: Obtain a facilitator

Person: Beth Anders, Jacquelyn Thomas-Miller

Activity: Workshop for New Teachers

Aug 15, 2009: Contact Kay Davidson for clarification on unresolved issues

Person: Beth Anders

Activity: Resource Person

- Aug 15, 2009:** Get date for staff meeting during first week of September
Person: Beth Anders
Activity: Staff Kick Off Meeting
- Aug 21, 2009:** Finalize agenda for the meeting
Person: Task Force Committee
Activity: Staff Kick Off Meeting
- Aug 28, 2009:** Create a teacher record sheet
Person: Strategy Task Force
Activity: Management Plan
- Aug 28, 2009:** Develop an implementation timeline
Person: Strategy Task Force
Activity: Management Plan
- Aug 28, 2009:** Make a list of suggestions for organizing materials and lessons
Person: Strategy Task Force
Activity: Management Plan
- Aug 28, 2009:** Plan a full staff meeting to launch the "Simple Six" program
Person: Strategy Task Force
Activity: Management Plan
- Aug 28, 2009:** Provide training session for partially trained or untrained new staff members
Person: Beth Anders, Jacquelyn Thomas-Miller
Activity: Workshop for New Teachers
- Sep 4, 2009:** Present "Simple Six" implementation plan at September staff meeting
Person: Task Force Committee
Activity: Staff Kick Off Meeting
- Sep 15, 2009:** Identify student writing goals
Person: Team members
Activity: Grade Level and Special Education Team Meetings
- Sep 15, 2009:** Review responsibilities for program implementation
Person: Team members
Activity: Grade Level and Special Education Team Meetings
- Sep 15, 2009:** Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person
- Sep 28, 2009:** Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings
- Sep 28, 2009:** Report concerns and needs to strategy chair
Person: Team leader
Activity: Grade Level and Special Education Team Meetings
- Sep 28, 2009:** Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins
- Sep 28, 2009:** Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins

Oct 15, 2009: Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person

Oct 28, 2009: Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings

Oct 28, 2009: Report concerns and needs to strategy chair
Person: Team leader
Activity: Grade Level and Special Education Team Meetings

Oct 28, 2009: Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins

Oct 28, 2009: Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins

Nov 15, 2009: Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person

Nov 28, 2009: Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings

Nov 28, 2009: Report concerns and needs to strategy chair
Person: Team leader
Activity: Grade Level and Special Education Team Meetings

Nov 28, 2009: Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins

Nov 28, 2009: Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins

Dec 15, 2009: Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person

Dec 18, 2009: Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings

Dec 18, 2009: Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins

Dec 18, 2009: Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins

Dec 28, 2009: Report concerns and needs to strategy chair
Person: Team leader
Activity: Grade Level and Special Education Team Meetings

- Jan 15, 2010:** Collect logs
Person: Lynne Buckalew, Lori Graham
Activity: Collect first semester/trimester follow up data
- Jan 15, 2010:** Keep a log of "Simple Six" lessons used with students due on January 15, 2010
Person: all language arts teachers
Activity: Collect first semester/trimester follow up data
- Jan 15, 2010:** Tally % of teachers 3-5 implementing "Simple Six"
Person: Lynne Buckalew, Lori Graham
Activity: Collect first semester/trimester follow up data
- Jan 15, 2010:** Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person
- Jan 28, 2010:** Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings
- Jan 28, 2010:** Report concerns and needs to strategy chair
Person: Team leader
Activity: Grade Level and Special Education Team Meetings
- Jan 28, 2010:** Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins
- Jan 28, 2010:** Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins
- Feb 15, 2010:** Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person
- Feb 28, 2010:** Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings
- Feb 28, 2010:** Report concerns and needs to strategy chair
Person: Team report
Activity: Grade Level and Special Education Team Meetings
- Feb 28, 2010:** Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins
- Feb 28, 2010:** Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins
- Mar 15, 2010:** Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person
- Mar 28, 2010:** Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings

- Mar 28, 2010:** Report concerns and needs to strategy chair
Person: Team leader
Activity: Grade Level and Special Education Team Meetings
- Mar 28, 2010:** Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins
- Mar 28, 2010:** Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins
- Apr 15, 2010:** Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person
- Apr 28, 2010:** Discuss concerns and successes
Person: Team members
Activity: Grade Level and Special Education Team Meetings
- Apr 28, 2010:** Report concerns and needs to strategy chair
Person: Team leader
Activity: Grade Level and Special Education Team Meetings
- Apr 28, 2010:** Contact grade level and special education team leaders to discuss concerns and needs
Person: Beth Anders
Activity: Monthly Check Ins
- Apr 28, 2010:** Provide appropriate support help
Person: Task Force Committee
Activity: Monthly Check Ins
- May 1, 2010:** Collect logs
Person: Susan Garner, Lori Graham
Activity: Collect final semester/trimester follow up data
- May 1, 2010:** Keep a log of "Simple Six" lessons used with students due on May 1, 2010
Person: all language arts teachers
Activity: Collect final semester/trimester follow up data
- May 1, 2010:** Tally % of teachers 1-5 implementing "Simple Six"
Person: Susan Garner, Lori Graham
Activity: Collect final semester/trimester follow up data
- May 15, 2010:** Contact Kay Davidson for clarification on unresolved issues
Person: Beth Anders
Activity: Resource Person

Focused Student Group

- Mar 31, 2009:** develop student needs list 3 - 5 LD/MI
Person: Julie Maupin
Activity: Identify Student Needs
- Mar 31, 2009:** develop student needs list K - 2 LD/MI
Person: Melody Gammans
Activity: Identify Student Needs
- Mar 31, 2009:** develop student needs list k-5 beh.
Person: Jan Hemmerly
Activity: Identify Student Needs

- Aug 17, 2009:** Review process for collaboration meetings
Person: Special Ed Teacher
Activity: Collaboration-working together
- Aug 18, 2009:** Establish procedures for meetings
Person: Special Ed Teacher
Activity: Collaboration-working together
- Aug 19, 2009:** Enter student reading text levels
Person: Special Ed Teacher
Activity: Student Data Sheets
- Aug 20, 2009:** Link data to instruction strategieis
Person: Special Ed Teacher
Activity: Student Data Sheets
- Aug 28, 2009:** Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together
- Aug 28, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Aug 31, 2009:** Survey staff to determine the average number of minutes for special ed students each grading period.
Person: Melody Gammans
Activity: Collect baseline data
- Aug 31, 2009:** sp ed staff presentation
Person: Jenny McKee
Activity: Grade Level Reading Presentations
- Sep 4, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Sep 11, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Sep 18, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Sep 25, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Sep 28, 2009:** Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together
- Sep 30, 2009:** research and attend special ed. related conferences
Person: Julie Maupin
Activity: Special Education Conferences
- Oct 1, 2009:** Invite special ed staff from other schools to present
Person: Jan Hemmerly
Activity: Presentations to Staff

- Oct 2, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Oct 5, 2009:** grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations
- Oct 9, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Oct 16, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Oct 21, 2009:** Enter student reading text levels
Person: Special Ed Teacher
Activity: Student Data Sheets
- Oct 22, 2009:** Link data to instruction strategies
Person: Special Ed Teacher
Activity: Student Data Sheets
- Oct 23, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Oct 28, 2009:** Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together
- Oct 30, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Oct 31, 2009:** reading recovery presentation
Person: Melody Gammans
Activity: Presentations to Staff
- Nov 2, 2009:** grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations
- Nov 6, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Nov 13, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Nov 20, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Nov 27, 2009:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Nov 28, 2009: Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together

Nov 30, 2009: grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations

Nov 30, 2009: teaching across the grade levels presentation
Person: Jenny McKee
Activity: Presentations to Staff

Dec 4, 2009: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Dec 11, 2009: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Dec 18, 2009: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Dec 20, 2009: Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together

Dec 23, 2009: Enter student reading text levels
Person: Special Ed Teacher
Activity: Student Data Sheets

Dec 24, 2009: Link data to instruction strategieis
Person: Special Ed Teacher
Activity: Student Data Sheets

Jan 4, 2010: grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations

Jan 8, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Jan 15, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Jan 22, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Jan 28, 2010: Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together

Jan 29, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Jan 31, 2010: Survey staff to determine the average number of minutes for special ed students each grading period.
Person: Melody Gammans
Activity: Collect first semester/trimester follow up data

Feb 1, 2010: grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations

Feb 5, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Feb 12, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Feb 19, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Feb 24, 2010: Enter student reading text levels
Person: Special Ed Teacher
Activity: Student Data Sheets

Feb 25, 2010: Link data to instruction strategeis
Person: Special Ed Teacher
Activity: Student Data Sheets

Feb 26, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Feb 28, 2010: Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together

Mar 1, 2010: grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations

Mar 5, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Mar 12, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Mar 19, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Mar 26, 2010: Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

Mar 28, 2010: Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together

- Mar 29, 2010:** grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations
- Apr 2, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Apr 9, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Apr 16, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Apr 23, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- Apr 28, 2010:** Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together
- Apr 28, 2010:** Enter student reading text levels
Person: Special Ed Teacher
Activity: Student Data Sheets
- Apr 29, 2010:** Link data to instruction strategies
Person: Special Ed Teacher
Activity: Student Data Sheets
- Apr 30, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- May 3, 2010:** grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations
- May 7, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- May 14, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- May 21, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support
- May 28, 2010:** Weekly collaboration between General Ed and Special Ed teachers to discuss student strategies and interventions
Person: Teachers
Activity: Collaboration-working together
- May 28, 2010:** Provide reading interventions to students
Person: Special Ed Teachers
Activity: Student Support

May 31, 2010: Survey staff to determine the average number of minutes for special ed students each grading period.
Person: Melody Gammans
Activity: Collect final semester/trimester follow up data

May 31, 2010: grade level presentation
Person: Melody Gammans/Julie Maupin/Jan Hemmerly
Activity: Grade Level Reading Presentations

Parent Involvement

Jan 22, 2009: Hold staff meeting
Person: Principal
Activity: Staff Meeting

Aug 15, 2009: Plan staff meeting to discuss parent involvement meeting
Person: Title I Teacher
Activity: Staff Meeting

Aug 20, 2009: Plan meeting
Person: Title I Teacher
Activity: Read Aloud for October and March

Aug 21, 2009: Order books
Person: Title I Teacher
Activity: Read Aloud for October and March

Aug 22, 2009: Hold staff meeting
Person: Principal
Activity: Staff Meeting

Sep 13, 2009: Prepare and send invitation to parents and students
Person: Title I Teacher
Activity: Read Aloud for October and March

Sep 15, 2009: Create the reading activity sheet
Person: Title I Teacher
Activity: Read Aloud for October and March

Sep 16, 2009: Make copies of the activity sheet
Person: Title I teacher
Activity: Read Aloud for October and March

Sep 27, 2009: Create survey for follow up use
Person: Title I teacher
Activity: Read Aloud for October and March

Oct 17, 2009: Prepare media center for family night
Person: Title I teacher
Activity: Read Aloud for October and March

Oct 27, 2009: Send survey
Person: Title I Teacher
Activity: Read Aloud for October and March

Nov 26, 2009: Evaluate the results of the survey
Person: Staff
Activity: Read Aloud for October and March

- Jan 12, 2010:** Plan March meeting
Person: Title I Teacher
Activity: Read Aloud for October and March
- Jan 15, 2010:** Plan staff meeting to discuss parent involvement meeting
Person: Title I Teacher
Activity: Staff Meeting
- Jan 16, 2010:** Prepare agenda and invitation
Person: Title I Teacher
Activity: Read Aloud for October and March
- Jan 17, 2010:** Prepare reading activity
Person: Title I Teacher
Activity: Read Aloud for October and March
- Jan 18, 2010:** Prepare follow up survey
Person: Title I Teacher
Activity: Read Aloud for October and March
- Jan 19, 2010:** Order books
Person: Title I Teacher
Activity: Read Aloud for October and March
- Feb 8, 2010:** Send invitation to parents and students
Person: Title I Teacher
Activity: Read Aloud for October and March
- Feb 19, 2010:** Make copies of activity
Person: Title I Teacher
Activity: Read Aloud for October and March
- Mar 15, 2010:** Prepare Media Center for Meeting
Person: Title I Teacher
Activity: Read Aloud for October and March
- Mar 25, 2010:** Send Follow up survey
Person: Title I Teacher
Activity: Read Aloud for October and March
- Apr 7, 2010:** Evaluate results of survey
Person: Title I Teacher
Activity: Read Aloud for October and March

Timely Additional Assistance

- Aug 20, 2009:** Assess students
Person: Teachers
Activity: Additional Literacy Time
- Aug 20, 2009:** Train staff on leveled literacy intervention
Person: Title I Coach
Activity: Leveled Literacy Intervention
- Aug 20, 2009:** Hold meeting with staff to discuss literacy intervention time
Person: Title I Teacher
Activity: Teacher Information Meeting
- Aug 21, 2009:** Select those most at risk
Person: Teachers
Activity: Additional Literacy Time

- Aug 22, 2009:** Assign students to small group
Person: Title I Teacher
Activity: Additional Literacy Time
- Sep 1, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Sep 8, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Sep 15, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Sep 22, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Sep 29, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Oct 6, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Oct 13, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Oct 20, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Oct 27, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Nov 3, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Nov 10, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Nov 17, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Nov 24, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Dec 1, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time

- Dec 8, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Dec 15, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Dec 18, 2009:** Survey staff about impact of literacy time
Person: Title I Teacher
Activity: Teacher Information Meeting
- Dec 22, 2009:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Jan 12, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Jan 19, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Jan 26, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Feb 2, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Feb 9, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Feb 16, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Feb 23, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Mar 2, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Mar 9, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Mar 16, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time
- Mar 23, 2010:** Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.
Person: Title I Teacher
Activity: Additional Literacy Time

Mar 30, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

Apr 6, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

Apr 13, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

Apr 20, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

Apr 27, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

May 4, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

May 11, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

May 18, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

May 25, 2010: Provide 30 minutes additional literacy time to identified students minimum of 3 days per week.

Person: Title I Teacher

Activity: Additional Literacy Time

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>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></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>