

School Improvement Plan - 2010-2011

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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 - Targeted Assistance School

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

- Jill Davis - Teacher
- Pat Eddington - Parent/Guardian
- Melody Gammans - Teacher
- Barbara Hall - Community Representative (Business)
- Jada McCallum - Teacher
- Lyndsi Smith - Teacher
- Ruth Temoney - Administrator

Strategy Chairs

- Hether Darnell
- Jill Davis
- Deena Grammer
- Jessica Grinslade
- Liz Harper
- Beth Maxwell
- Jennifer McKee
- Ronna Mose
- Nichole Rivers
- Lyndsi Smith
- Ruth Temoney

Community Council

- Cheryl Bender - Community
- Pam England - community/mentor
- Tim England - Community (Faith Based), Youth pastor
- Rob Pinto - parent/3rd grade/male/white
- Pam Prather - community
- Jocena Selley - 3rd grade parent/female/white
- Marilyn Skinner - Business
- Shay Williams - parent of 2nd grader/special ed student/male/African American

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:

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

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.

1st Grade - Indiana Reading Diagnostic 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	
	58%	70%	63%	70%		80%		90%		100%		100%

2nd Grade - Indiana Reading Diagnostic 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	
	91%	95%	44%	50%		60%		70%		80%		100%

3rd Grade - Mastering ISTEP Writing Process (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	
			72%	86%		96%		100%		100%		100%

3rd Grade - Star Reading On grade level 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	
	55%	60%	61%	70%		80%		90%		100%		100%

4th Grade - Star Reading On grade level 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	
	80%	85%	71%	71%		81%		91%		100%		100%

5th grade - Star Reading On grade level 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	
	70%	75%	53%	63%		73%		83%		93%		100%

Special Education Students Grades 3-5 - Passing ISTEP 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	
	49%	60%	42%	55%		60%		65%		75%		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... 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.

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

L. Early Childhood Transition

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

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

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: General

Timely Additional Assistance

The media specialist will supervise a weekly 30 minute session for targeted students at each grade level. Students will be engaged in remediation activities at their learning level using Acuity and Study Island software.

Impact Level: High Impact - Outside

Focus: Specific

Welcome to Kindergarten

Ready, Set, Go! We will invite parents to an informational parent meeting in which the Kindergarten curriculum and procedures are explained prior to the start of school.

Impact Level: Low Impact

Focus: Specific

Required Strategies

A. Parent Involvement

During October and March, staff will hold a make-it, take-it event for students and families in the evening at Boulevard. Staff will model how to enrich reading time with children at home. Parents will be able to make items needed for this enrichment time to have at home. We will send home a follow up survey to determine effectiveness of the make-it, take it event.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement: Parent-Teacher Communication

During August/September at a staff meeting, teachers will learn how to understand the value and utility of parental contributions, how to communicate and work with parents as partners, and how to implement and coordinate parent programs that build ties between the parents and the schools.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs: Monthly Parent Update

Principal will send a monthly parent involvement letter to the Parent Enrichment Manager at Head Start. The letter will include information for parents about the knowledge and skills that children need in order to be prepared for kindergarten, and reading/math activities for parents to engage in with their preschooler at home.

Impact Level: Low Impact

Focus: Specific

E. Parent Information Resource Center Website

Parents will be provided with a information about the parent information resource center website (www.fscp.org) in a newsletter and on the school website.

Impact Level: Low Impact

Focus: General

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

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

F. Encourage Rigorous Curriculum: Small focused instruction groups (BLAST)

Daily for thirty minutes, students will be placed in flexible groups by performance on benchmark assessments for teachers to provide instruction on reading/language arts grade level standards. The mastery of 80% will be determined by a post-test.

Impact Level: High Impact - Inside

Focus: Specific

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

All K-5 teachers will teach Simple 6 writing as appropriate per grade level. All teachers will give writing prompts 5 times a year (baseline in August and at the end of each nine weeks) and assess writing prompts using the Simple Six rubric.

Impact Level: High Impact - Inside

Focus: Specific

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. The principal will maintain a list of all teachers in the building that indicates whether or not each teacher holds a valid Indiana teaching license and that each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). If non-highly qualified teachers exist in the school, the instructional facilitator will provide professional development activities to assist the non-highly qualified teacher(s) in meeting the highly qualified teacher requirements.

Impact Level: High Impact - Inside

Focus: General

L. Early Childhood Transition

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.

Impact Level: Low Impact

Focus: Specific

R1. Parent Right-to-Know Letter - Qualifications

The Parent Right to Know Letter, informing 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, 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.

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 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

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Parents are invited to attend the annual Title I meeting to to inform them of their 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, and to help them learn about 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 a school planning binder.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Special Education

All special education teachers will collaborate monthly 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.

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.

Required Strategies

A. Parent Involvement

% of parents who read with their children for at least 15 minutes at home daily

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	25%		50%	

F. Encourage Rigorous Curriculum: Small focused instruction groups (BLAST)

% of teachers who implement differentiated instruction based on student data

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
21%	50%		75%	

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

Aug 13, 2010: Establishing initial contact with preschool teachers to arrange observations **Person:** Nichole Rivers

Dec 17, 2010: Kindergarten to preschool teacher observations **Person:** Carol Lutz

Jan 7, 2011: Send an invitation to headstart preschool parents detailing events of collaboration meeting **Person:** Carol Lutz

Jan 15, 2011: Prepare materials for distribution at the collaboration meeting **Person:** Carol Lutz

Jan 30, 2011: Kindergarten preschool and families Collaboration Meeting **Person:** Carol Lutz

Apr 22, 2011: Prepare summer reading activities for Preschool families to use over the summer in preparation for K. **Person:** Nichole Rivers

Apr 30, 2011: Send out summer reading activities to incoming Kindergarten students during corporation wide Kindergarten round-up **Person:** Nichole Rivers

Encourage Rigorous Curriculum

Apr 1, 2010: Collect baseline data: % of teachers who implement differentiated instruction based on student data **Person:** Jill Davis

Aug 20, 2010: KCS Current Curriculum Review **Person:** Beth Maxwell

Sep 3, 2010: BLAST Kick-off meeting to explain what BLAST is and how it works **Person:** Jill Davis

Sep 5, 2010: Curriculum Articulation **Person:** Beth Maxwell

Sep 15, 2010: Collect baseline data for grades 1-5 **Person:** Allison Brewster

Sep 17, 2010: Send staff data collection chart **Person:** Lori Graham

Sep 17, 2010: Send student graphs with standards to be covered 2nd nine weeks to staff **Person:** Allison Brewster

Sep 20, 2010: Common Core State Standards Review **Person:** Beth Maxwell

Oct 1, 2010: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Oct 15, 2010: Curriculum Articulation **Person:** Beth Maxwell

Oct 22, 2010: Gather data to assess which standards will be covered for 2nd nine weeks **Person:** Jill Davis

Oct 22, 2010: Staff observe in house teachers doing BLAST and other schools providing the same type of instruction **Person:** Ruth Temoney

Nov 1, 2010: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Nov 30, 2010: Collect fall data: % of teachers who implement differentiated instruction based on student data **Person:** Ruth Temoney

Dec 1, 2010: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Dec 17, 2010: Gather data to assess which standards will be covered for 3rd nine weeks **Person:** Jill Davis

Dec 17, 2010: Literacy Coaches provide support to staff as needed **Person:** Ruth Temoney

Dec 17, 2010: Send student graphs for standards to be covered 3rd nine weeks to staff **Person:** Allison Brewster

Jan 1, 2011: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Jan 20, 2011: Common Core State Assessments Review **Person:** Beth Maxwell

Feb 1, 2011: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Feb 20, 2011: IDOE Learning Connections Review **Person:** Beth Maxwell

Mar 1, 2011: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Mar 15, 2011: IDOE K-12 Scope and Sequence Review **Person:** Beth Maxwell

Mar 18, 2011: Gather data to assess which standards will be covered for 4th nine weeks **Person:** Jill Davis

Mar 18, 2011: Send student graphs with standards to be covered for 4th nine weeks to staff **Person:** Allison Brewster

Apr 1, 2011: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Apr 20, 2011: IDOE Curriculum Maps Review **Person:** Beth Maxwell

Apr 25, 2011: Curriculum Articulation Review **Person:** Beth Maxwell

May 1, 2011: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Jun 1, 2011: Dailey 30 minute flexible grouping instruction **Person:** Teachers

Jun 30, 2011: Collect spring data: % of teachers who implement differentiated instruction based on student data **Person:** Ruth Temoney

Focused Academic Area

May 20, 2010: Create data collection forms. **Person:** Jessica Grinslade

May 20, 2010: Select prompts for schoolwide writing assessments. **Person:** Deena Grammer

Aug 13, 2010: Present/explain strategy to staff. **Person:** Liz Harper

Aug 17, 2010: Staff training on scoring writing. **Person:** Lyndsi Smith

Aug 20, 2010: Give baseline writing prompt. **Person:** Jada McCallum

Aug 27, 2010: Collect baseline writing data from teachers. **Person:** Susan Garner

Oct 8, 2010: Give 1st nine weeks writing prompt. **Person:** Jada McCallum

Oct 15, 2010: Collect 1st nine weeks writing data from teachers. **Person:** Susan Garner

Oct 15, 2010: Conduct Grade Level and Special Education Team Meetings to analyze writing prompt scores and plan ways to revise instructional practices to meet the needs of students as identified through the data. **Person:** Team Members

Dec 10, 2010: Give 2nd nine weeks writing prompt. **Person:** Jada McCallum

Dec 17, 2010: Collect 2nd nine weeks writing data from teachers. **Person:** Susan Garner

Dec 17, 2010: Conduct Grade Level and Special Education Team Meetings to analyze writing prompt scores and plan ways to revise instructional practices to meet the needs of students as identified through the data. **Person:** Team Members

Mar 4, 2011: Give 3rd nine weeks writing prompt. **Person:** Jada McCallum

Mar 11, 2011: Collect 3rd nine weeks writing prompt data from teachers. **Person:** Susan Garner

Mar 11, 2011: Conduct Grade Level and Special Education Team Meetings to analyze writing prompt scores and plan ways to revise instructional practices to meet the needs of students as identified through the data. **Person:** Team Members

May 13, 2011: Give 4th nine weeks writing prompt. **Person:** Jada McCallum

May 20, 2011: Collect 4th nine weeks writing data from teachers. **Person:** Susan Garner

Focused Student Group

Aug 30, 2010: Baseline STAR scores collected **Person:** Julie Maupin

Sep 1, 2010: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

Oct 1, 2010: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

Oct 22, 2010: Gather STAR reading scores **Person:** Melody Gammans

Nov 1, 2010: Collaborate with Gen Ed Teachers to discuss reading implementation strategies **Person:** Jenny McKee

Nov 1, 2010: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

Dec 1, 2010: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

Dec 24, 2010: Collaborate with Gen Ed Teachers to discuss reading implementation strategies **Person:** Jenny McKee

Dec 24, 2010: Gather STAR reading scores **Person:** Melody Gammans

Jan 1, 2011: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

Feb 1, 2011: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

Mar 1, 2011: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

Mar 18, 2011: Collaborate with Gen Ed Teachers to discuss reading implementation strategies **Person:** Jenny McKee

Mar 25, 2011: Gather STAR reading scores **Person:** Melody Gammans

Apr 1, 2011: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

May 1, 2011: special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students **Person:** Jenny McKee

May 27, 2011: Gather STAR reading scores **Person:** Melody Gammans

Parent Involvement

Mar 22, 2010: Develop survey for baseline data **Person:** Hether Darnell
Apr 1, 2010: Collect baseline data: % of parents who read with their children for at least 15 minutes at home daily **Person:** Hether Darnell
Sep 1, 2010: Generate ideas for make-it take-it night **Person:** Hether Darnell
Sep 8, 2010: Send information to parents about make-it take-it night **Person:** Hether Darnell
Sep 8, 2010: Staff meeting **Person:** Hether Darnell
Sep 23, 2010: Plan Make-It Take-It Event **Person:** Task Force
Sep 23, 2010: Recruit volunteers for event for make-it take-it night **Person:** Task Force
Sep 24, 2010: Gather materials for Make-It Take-It event **Person:** Task Force
Oct 1, 2010: Inform parents of Make-It Take-It event **Person:** Task Force
Oct 15, 2010: Host Make-It Take-It event **Person:** Task Force
Nov 30, 2010: Collect fall data: % of parents who read with their children for at least 15 minutes at home daily **Person:** Hether Darnell
Feb 24, 2011: Plan Make-It Take-It event **Person:** Task Force
Feb 24, 2011: Recruit volunteers for event for make-it take-it night **Person:** Task Force
Feb 25, 2011: Gather materials for Make-It Take-It event **Person:** Task Force
Mar 4, 2011: Inform parents of Make-It Take-it event **Person:** Task Force
Mar 18, 2011: Host Make-It Take-It event **Person:** Task Force
Jun 30, 2011: Collect spring data: % of parents who read with their children for at least 15 minutes at home daily **Person:** Hether Darnell

Pk-12 Universal Assessment Data Linked to Instruction

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

PK-12 Universal Assessment Implementation

Aug 15, 2010: Schedule for Implementation **Person:** Ruth Temoney
Aug 20, 2010: Implementation overview staff meeting **Person:** Ruth Temoney
Aug 25, 2010: Assess all PK-12 students **Person:** Ruth Temoney
Jan 25, 2011: Assess all PK-12 students **Person:** Ruth Temoney
Apr 20, 2011: Implementation Review **Person:** Ruth Temoney
May 25, 2011: Assess all PK-12 students **Person:** Ruth Temoney

Timely Additional Assistance

Aug 13, 2010: Set up schedule for students to come to the computer lab **Person:** Ronna Mose
Sep 3, 2010: Identify students who will receive additional assistance **Person:** Ruth Temoney
Sep 13, 2010: Begin additional assistance services **Person:** Ronna Mose
Sep 25, 2010: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose
Oct 25, 2010: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose
Nov 25, 2010: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose
Dec 25, 2010: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose
Jan 25, 2011: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose
Feb 25, 2011: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose
Mar 25, 2011: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose
Apr 25, 2011: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose

May 25, 2011: Provide additional assistance services to targeted students 30 minutes weekly **Person:** Ronna Mose

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.

Pk-12 Universal Assessment Data Linked to Instruction

Assessment Grade Level Meeting

Brief Description: Teachers will meet in grade levels to look at data and link to instruction.

Intended Participants: Teachers

Date: Oct 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

PK-12 Universal Assessment Implementation

Schedule for Implementation

Brief Description: Teachers will be given a schedule for the implementation dates.

Intended Participants: Teachers

Date: Aug 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Timely Additional Assistance

No professional development is needed for this strategy.

A. Parent Involvement

Staff meeting

Brief Description: Provide informational session to explain activities and seek volunteers for make it take it parent night

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Sep 8, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

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

Curriculum Articulation

Brief Description: The District Chair will provide staff with articulated curriculum.

Intended Participants: Teachers

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Small focused instruction groups (BLAST)

BLAST Kick-off meeting to explain what BLAST is and how it works

Brief Description: Second grade team will present BLAST to the staff at a meeting.

Intended Participants: Teachers

Date: Sep 3, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Staff observe in house teachers doing BLAST and other schools providing the same type of instruction

Brief Description: Staff members will observe 2nd grade teachers/or another school to learn more about how BLAST time is designed.

Intended Participants: Teachers

Date: Oct 22, 2010

Activity Purpose: Information, Skill Building

Activity Format: Peer Coaching, Site Visit

Funding:

Does this activity occur during the school day? Yes

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

Staff training on scoring writing.

Brief Description: Staff will receive a refresher demonstration on how to score writing prompts using the Simple Six rubric.

Intended Participants: Teachers

Date: Aug 17, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

L. Early Childhood Transition

Establishing initial contact with preschool teachers to arrange observations

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers

Date: Aug 13, 2010

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Kindergarten to preschool teacher observations

Brief Description: Kindergarten teachers will visit area head-start locations to observe preschoolers being taught in their classroom environment.

Intended Participants: Teachers

Date: Dec 17, 2010

Activity Purpose: Information

Activity Format: Site Visit

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education

No professional development is needed for this strategy.

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... An articulated curriculum does not exist.

Data Targets Influenced by This Concern:

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:

Strategies to Impact This Concern:

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

Required Areas of Concern

A. Parent Involvement (TAS)

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:

- A. Parent Involvement

B. Educator Training (TAS)

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:

- B. Educator Training for Parent Involvement: Parent-Teacher Communication

C. Outreach to Preschool Parent Involvement Programs (TAS)

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)
- 4th Grade -- Star Reading On grade level Spring Assessment
- 5th grade -- Star Reading On grade level Spring Assessment

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Monthly Parent Update

E. Parent Information Resource Center Website (TAS)

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:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Timely Additional Assistance
- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum
- F. Encourage Rigorous Curriculum: Small focused instruction groups (BLAST)

I. Focused Academic Area (PL221, TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

J. Instruction by Highly Qualified Teachers (TAS)

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:

- J. Instruction by Highly Qualified Teachers

L. Early Childhood Transition (TAS)

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:

- Welcome to Kindergarten
- L. Early Childhood Transition

R1. Parent Right-to-Know Letter - Qualifications (TAS)

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:

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

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

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:

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

S. School-Parent Compact (TAS)

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:

- S. School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- 1st Grade -- Indiana Reading Diagnostic Spring Assessment
- 2nd Grade -- Indiana Reading Diagnostic Spring Assessment

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, TAS)

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

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?	Library
<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. 	N/A
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>IRDA- Indiana reading assessment for grade k-2 Acuity- Standard assessments with math and reading STAR Reading- Gives grade equivalent reading level and provide recommendations for interventions STAR Math- Measures grade equivalent level in math</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	

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