

School Improvement Plan - PL221 Version - 2008-2011

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Bon Air Middle Sch (2951)

Kokomo-Center Twp Con Sch Corp

Kokomo, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Bon Air Middle Sch

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

- Indiana Student Achievement Institute
- PL221

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

- Greta Bergsieker - School Counselor
- James Daniel - Parent/Guardian
- Gail Hart - Teacher
- Joe Holtson - Community Representative (Business)
- Stephanie Holtson - Teacher
- Chris Lagoni - Administrator

Strategy Chairs

- Lorna Etheridge
- Holly Herrera
- Chris Lagoni
- Amy Lawson
- Michael Sargent
- Evelyn Short

Community Council

- Dean Cantu - Dean of Education
- James Daniel - Q.A. Supervisor
- Byron Ellison - Human Rights Chair and EAP Rep.
- Rhonda Glassburn - Parent
- Glen Grundmann - Vision Program
- Steve Hart - business owner
- Jim Holtson - Retired Community Role Model
- Joseph Holtson - Manufacturing
- Debbie Knowling - Parent
- Cindy MaLaby
- Peggi Miller - Secretary
- Teri Roe
- Jeff Russell - Pastor
- Michael Sargent - Assistant Principal
- Evelyn Short - Paraprofessional
- Marilyn Skinner - University Professor
- Pat Slusher - Medical Assisting Program Chair
- Sonya Snow - City Worker
- Margo Sorgman - Education Department Professor
- Travis Taflinger - Youth Service
- Don Travis - Head Probation Officer Howard County
- Chuck Wiegamn - Engineer
- Michael Wyant - City Council

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:

A safe, structured environment. Highly qualified teachers. Rigorous, challenging curriculum. State-of-the-art equipment, materials, and resources. Supportive community. Caring counselors. (emotional and academic) Parent involvement. Love and respect. Quality and variety of curricular/extra curricular classes and activities. Extra help during and after school. Controlled environment for detention, suspension, and expulsion. Developed goals and career exposure. Real-life experiences. Being taught by various learning styles. Environment where student achievement is valued. Higher expectations. Personal stake in education. Healthier food. A diploma. A standards based education. Chance to overcome environment. Exposure to work force expectations. Teachers who believe students can achieve. An opportunity for higher education. Clear and fair assessment.

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

Be supportive of each other. Patience. Treat staff and students with respect. High and clear expectations. Be consistent. Integrity. Set an example. World view. Believe in student achievement. Be authentic. Upholding standards. Positive attitude. All students are scholars. Responsible for all students. Successful regardless of home environment. Believe in student potential. Accept no excuses. Cannot teach in chaos. Teachers have to work hard. Can transform student lives. Stick to standards. Structure and boundaries. Assume nothing. Life experiences. Emphasis on learning not grades.

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

Respectful. Have a desire to learn. Not afraid to fail or try. Personal responsibility and accountability. Higher self expectations, concrete goals. Student leadership. Coming prepared to learn. Willingness to work hard to obtain goals. Ability to work cooperatively. Punctuality. Leading by positive behavior. Responsibility for peers. School and community involvement. Having fun with their work. Enthusiasm for school. Are not using drugs. Follow rules. Turn in all assignments. Earn good grades. Ask more questions. Ask about their grades. Get tutored. Get enough sleep. More organized - fill out planners. Focus on teacher/eyes on speaker. Use time wisely. Not dropping out of high school.

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

- % of students who pass ISTEP English: 100%
- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Social Studies: 100%
- % of students who pass ISTEP Science: 100%
- % of students who read on grade level: 100%
- % of students who have perfect attendance: 100%
- % of students who are on time to school: 100%
- % of students who complete their homework: 100%
- % of students who dress appropriately: 100%
- % of students who pass Algebra I Core 40 Assessment: 100%
- % of students who type 32 wpm using correct keyboarding: 100%
- % of students who pass ISTEP writing assessment: 100%
- % of students who standard language usage at school: 100%
- % of students who are referral free: 100%
- % of students who pass technology project (8th grade): 100%
- % of students who pass 9th grade: 100%
- % of students who graduate with a Core 40 diploma: 100%
- % of students who earn Presidential Fitness award: 100%
- % of students who achieve ideal body weight: 100%
- % of students who participate in fine arts: 100%
- % of students who lifelong library users: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	61.5%	70%	59.5%	65%		70%		75%		80%		100%

African American Students - ISTEP Performance Math AYP Count

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	50%	80%	45%	85%		65%		68%		70%		100%

All Students - ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	56.2%	80%	59.2%	65%		68%		71%		74%		100%

All students 126 days or more attendance - Reading Comprehension Standard 2-Structural Features of Informational and Technical Materials

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				85%	65%	70%		74%		77%		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: There is a gap for all grade levels between ISTEP scores and English mastery grades

Teachers have low expectations for student performance from the force field study. Students do not have high expectations for their own achievement from student surveys. Parents do have higher expectations of their students' achievement than teachers. Staff member shared a lack of knowledge of what is happening in each others classes from Force Field Teacher Survey Data.

Concern: Students who are sent to the office for discipline referrals and being sent to office and missing out on education. 84% of students at BAMS received a discipline referral in 2006-2007

84% of all students received a discipline referral from force field self study. 89% of all special education students received a referral last year.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

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

Community Mentoring Program

Community members will mentor at risk students daily during enrichment or rotation classes.

Focused Instruction --Writing Across the Curriculum

Students will be assessed in writing by the Simple Six rubric across all curriculum's during the 08-09 school year.

Targeted Assistance (Organizational Binder)

Throughout the school year, teachers will teach students how to use an organization binder during Enrichment their period. Teachers will then check on a weekly basis that binders are being brought and used in class. Our goal is that students will be taught a procedure that will organize their classroom work and lead less lost notes, homework, and parental notes. This we hope will lead to higher grades and less student disengagement and frustration. Disenfranchised students disengage from the curriculum because their grades become so low they see no point to making an effort. We are also going to communicate this organization process to parents so they can support us in student homework completion. This will help discipline by cutting down on the amount of time spent loitering in the hallways by students. They will only need to visit lockers 3-4 times a day.

Required Strategies

A. Parent Involvement: All of the opportunities for parents to be involved and contribute to their child's education

Bon Air Middle School has a long standing tradition of parental involvement activities. We have an active PTO that sponsors many events for parents to attend and give input, ask questions, and support the learning of our school. The first event will be the sixth grade scavenger hunt in which teachers attend to introduce their classroom to the new incoming students and parents. The administrative team and PTO will try to have parents sign an involvement pledge for the school year. Open House training for new Binder Strategy. This event will allow the grade level teams to explain their procedures, needed supplies, and how the Bobcat Binder will work. Amy Lawson will train the parents in how to assemble the Bobcat binder. Through an instructional video that will be played in the grade level presentations. The All Pro Dads events will be held off campus this year. All Pro Dads is a cooperative effort between Bridges and BAMS. Mike Sargent will make sure this event is held at a local restaurant and students can attend with their father's. The students will be allowed to come to school late that day as part of the event. Guest Speakers will be scheduled by Bridges to coincide with parental involvement topics. Science night will be a cooperative effort between the science teachers and the PTO. A meal will be served to encourage parental participation. The goal of science night is to stress the importance of parental involvement in promoting science and technology as an educational focus for students. Science educational careers will be part of the events as parents and students attend experiments. Math and Literacy night is a cooperative event between the teachers of the BAMS Math and English Departments with the BAMS PTO. The event will involve student displays of student writing, door decorating contests, and read-a-louds. RIF materials will be distributed to parents and students. Materials will be distributed to parents about how to increase the literacy in their home. Dinner will be served to promote attendance.

B. Technology Coordination: Blackboard

During the school year, BAMS teacher will be encouraged to increase the use of Blackboard. Our focus will be on training teachers to capture the learning that goes on in their classrooms and be able to load it onto Blackboard. BAMS staff will continue to implement district trainings on Blackboard, Cam Studio, and Jing.

C. Safe and Disciplined Learning Environment: Continuation of current school plan

Love and logic has been the major focus for staff training in how to deal with student discipline issues. We have seen a decrease in student discipline issues since we have started this study. We will continue to use minor infractions and our strict tardy policy to enforce student behavior and attendance.

D. Attendance

We will continue to work with the attendance officer to try to improve our attendance rate. We currently send a letter to parents at 6 days, 8 days, and 10 days. After 10 days the attendance officer will start sending letters. At 12 days the parents will be required to attend a conference with the attendance officer at the school. When a child is absent and the school doesn't receive a phone call from the parent, we will call the house that day and ask for confirmation of the absences. Students who skip school will be arrested for truancy on the first occurrence.

G1. Exceptional Learners - Gifted

Bon Air Middle School has no students identified as gifted. They are all moved to a different school by Kokomo Center Schools.

G2. Exceptional Learners - Special Education

Throughout the year, special education students will be provided with opportunities to help them be successful at Bon Air Middle School. They will be provided with a resource room for academic support, small group assessments for ISTEP, mentors, and motivational activities.

H. Cultural Competency: Ruby Payne

We will continue you our study of the research of Ruby Payne. The professional library at BAMS has all 3 of her books. All teachers will be required to review this research throughout the year.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

Community Mentoring Program

No professional development is needed for this strategy.

Focused Instruction --Writing Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Staff instruction</i>	Source: Building Level Professional Development Accounts Amount: \$400.	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Strategy task force will meet with staff. This may have to happen at staff meetings, team meetings, or perhaps we can work it into a professional development day. Task force members will train the rest of the staff.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving

Targeted Assistance (Organizational Binder)

No professional development is needed for this strategy.

A. Parent Involvement: All of the opportunities for parents to be involved and contribute to their child's education

No professional development is needed for this strategy.

B. Technology Coordination: Blackboard

Professional Development Activity	Funding	Activity Purpose
<i>First hour of Blackboard Training</i>	Source: No cost Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Staff Members will be trained in how to set up these initial websites and add the features needed to have a "course" for student use and parent information.	Teachers Administrators	Presentation/Workshop

G2. Exceptional Learners - Special Education

No professional development is needed for this strategy.

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: There is a gap for all grade levels between ISTEP scores and English mastery grades

Data Targets Influenced by This Concern:

- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count

Strategies to Impact This Concern:

- Community Mentoring Program
- Focused Instruction --Writing Across the Curriculum
- Targeted Assistance (Organizational Binder)
- B. Technology Coordination: Blackboard

Concern: Students who are sent to the office for discipline referrals and being sent to office and missing out on education. 84% of students at BAMS received a discipline referral in 2006-2007

Data Targets Influenced by This Concern:

- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count
- All students 126 days or more attendance -- Reading Comprehension Standard 2-Structural Features of Informational and Technical Materials

Strategies to Impact This Concern:

- Community Mentoring Program
- Targeted Assistance (Organizational Binder)
- A. Parent Involvement: All of the opportunities for parents to be involved and contribute to their child's education
- B. Technology Coordination: Blackboard

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- African American Students -- ISTEP Performance Math AYP Count
- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count
- All students 126 days or more attendance -- Reading Comprehension Standard 2-Structural Features of Informational and Technical Materials

Strategies to Impact This Concern:

- A. Parent Involvement: All of the opportunities for parents to be involved and contribute to their child's education

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count

Strategies to Impact This Concern:

- B. Technology Coordination: Blackboard

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- African American Students -- ISTEP Performance Math AYP Count
- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Continuation of current school plan

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count
- All students 126 days or more attendance -- Reading Comprehension Standard 2-Structural Features of Informational and Technical Materials

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All Students -- ISTEP PERFORMANCE ENGLISH/LANGUAGE AYP Count

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- African American Students -- ISTEP Performance Math AYP Count
- All students 126 days or more attendance -- Reading Comprehension Standard 2-Structural Features of Informational and Technical Materials

Strategies to Impact This Concern:

- H. Cultural Competency: Ruby Payne

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:	It is located in the book room by the auditorium.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes, ISTEP is given to grades 6, 7, and 8.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	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.

Community Mentoring Program

May , 2008: Contact local organizations and area churches as possible mentors

Person: Holly Herrera

Activity: Community Mentorship Program

Jun , 2008: Contact potential community mentors

Person: Holly Herrera

Activity: Community Mentorship Program

Jun , 2008: Develop guidelines for mentors

Person: Holly Herrera

Activity: Community Mentorship Program

Jul , 2008: Create a schedule for mentoring

Person: Holly Herrera

Activity: Community Mentorship Program

Jul , 2008: Identify at-risk students

Person: Holly Herrera

Activity: Community Mentorship Program

Aug , 2008: Introduce community mentorship program

Person: Holly Herrera

Activity: Inform teachers

Aug , 2008: Inform parents and students of the mentoring program

Person: Holly Herrera

Activity: Notify Parents and students

Aug , 2008: reinforce importance of mentor/mentee relationship

Person:

Activity: Student Resistance

Aug 11, 2008: Describe the importance of the mentor/mentee relationship

Person:

Activity: Teacher resistance

Aug 11, 2008: Introduce community mentorship program

Person:

Activity: Teacher resistance

Aug 30, 2008: Train mentors

Person: Holly Herrera

Activity: Mentor Training

Sep , 2008: Specifically contact parents of students who are selected to participate

Person: Holly Herrera

Activity: Notify Parents and students

Sep 19, 2008: make contact with mentors to check on the progress and success of the program

Person: Holly Herrera

Activity: Mentor Training

- Oct 10, 2008:** Survey community mentors to get their feelings on the relationships built and success of the program
Person: Holly Herrera
Activity: Collect baseline data
- Oct 19, 2008:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- Nov 19, 2008:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- Dec 12, 2008:** Survey community mentors to get their feelings on the relationships built and success of the program
Person: Holly Herrera
Activity: Collect first semester/trimester follow up data
- Dec 19, 2008:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- Jan 19, 2009:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- Feb 19, 2009:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- Mar 19, 2009:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- Apr 19, 2009:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- May 19, 2009:** make contact with mentors to check on the progress and success of the program
Person: Holly Herrera
Activity: Mentor Training
- May 20, 2009:** Survey community mentors to get their feelings on the relationships built and success of the program
Person: Holly Herrera
Activity: Collect final semester/trimester follow up data

Exceptional Learners - Special Education

- Aug , 2008:** Provide a resource room for Special Education students to support their IEP.
Person: SPED Staff
Activity: Resource Room
- Sep , 2008:** Provide students wil small group assessments
Person: Mrs. Bergsieker
Activity: Assessments
- Sep , 2008:** pair at-risk students with a mentor
Person: Mrs. Bergsieker
Activity: Mentor

Sep , 2008: provide time for at-risk student and mentor to meet on a regular basis

Person: Mrs. Bergsieker

Activity: Mentor

Mar , 2009: Provide students wil small group assessments

Person: Mrs. Bergsieker

Activity: Assessments

Apr 30, 2009: Conduct field trip to IUPUI

Person: Mrs. Bergsieker

Activity: Field Trips

Focused Instruction --Writing Across the Curriculum

May 20, 2007: Observe implementaion in classrooms

Person: Etheridge, Gilbert, King

Activity: Collect final semester/trimester follow up data

May , 2008: contact other Simple six schools

Person: King & Holtson

Activity: Research

Jul , 2008: Construct SS rubric

Person: King, Holtson, Etheridge

Activity: Development of cross-curricular Simple Six rubric

Jul , 2008: Plan implementation to staff

Person: King, Holtson, Etheridge

Activity: Development of cross-curricular Simple Six rubric

Aug 15, 2008: Teach Strategy task force Simple Six rubric for writing across the curriculum

Person: King, Holtson, & Etheridge

Activity: Staff instruction

Sep , 2008: Staff observes a teacher using Simple Six rubric.

Person: Mike Sargent

Activity: Peer Observations

Sep , 2008: Encourage teachers to work with their buddies

Person: Watkins

Activity: Simple Six content area development

Sep 1, 2008: Teach staff Simple Six rubric for writing in their content area

Person: Task force members

Activity: Staff instruction

Sep 30, 2008: Strategy Task Force check in with staff during one of three monthly team meetings.

Person: Strategy task force members from three grade levels

Activity: Staff instruction

Oct , 2008: Staff observes a teacher using Simple Six rubric.

Person: Mike Sargent

Activity: Peer Observations

Oct , 2008: Encourage teachers to work with their buddies

Person: Watkins

Activity: Simple Six content area development

Oct 10, 2008: Send online SS survey to teachers

Person: Etheridge, Gilbert, King

Activity: Collect baseline data

Oct 30, 2008: Strategy Task Force check in with staff during one of three monthly team meetings.
Person: Strategy task force members from three grade levels
Activity: Staff instruction

Nov , 2008: Staff observes a teacher using Simple Six rubric.
Person: Mike Sargent
Activity: Peer Observations

Nov , 2008: Encourage teachers to work with their buddies
Person: Watkins
Activity: Simple Six content area development

Nov 30, 2008: Strategy Task Force check in with staff during one of three monthly team meetings.
Person: Strategy task force members from three grade levels
Activity: Staff instruction

Dec , 2008: Staff observes a teacher using Simple Six rubric.
Person: Mike Sargent
Activity: Peer Observations

Dec , 2008: Encourage teachers to work with their buddies
Person: Watkins
Activity: Simple Six content area development

Dec 12, 2008: Observe implementation in classrooms
Person: Etheridge, Gilbert, King
Activity: Collect first semester/trimester follow up data

Dec 20, 2008: Strategy Task Force check in with staff during one of three monthly team meetings.
Person: Strategy task force members from three grade levels
Activity: Staff instruction

Jan , 2009: Staff observes a teacher using Simple Six rubric.
Person: Mike Sargent
Activity: Peer Observations

Jan , 2009: Encourage teachers to work with their buddies
Person: Watkins
Activity: Simple Six content area development

Jan 30, 2009: Strategy Task Force check in with staff during one of three monthly team meetings.
Person: Strategy task force members from three grade levels
Activity: Staff instruction

Feb , 2009: Revisit implementation of Simple Six writing rubric
Person: Task Force
Activity: Peer Observations

Feb , 2009: Encourage teachers to work with their buddies
Person: Watkins
Activity: Simple Six content area development

Mar , 2009: Staff observes a teacher using Simple Six rubric.
Person: Mike Sargent
Activity: Peer Observations

Mar 2, 2009: Strategy Task Force check in with staff during one of three monthly team meetings.
Person: Strategy task force members from three grade levels
Activity: Staff instruction

Mar 13, 2009: Encourage teachers to work with their buddies

Person: Watkins

Activity: Simple Six content area development

Apr , 2009: Staff observes a teacher using Simple Six rubric.

Person: Mike Sargent

Activity: Peer Observations

Apr , 2009: Encourage teachers to work with their buddies

Person: Watkins

Activity: Simple Six content area development

Apr 2, 2009: Strategy Task Force check in with staff during one of three monthly team meetings.

Person: Strategy task force members from three grade levels

Activity: Staff instruction

May , 2009: Staff observes a teacher using Simple Six rubric.

Person: Mike Sargent

Activity: Peer Observations

May , 2009: Encourage teachers to work with their buddies

Person: Watkins

Activity: Simple Six content area development

May 2, 2009: Strategy Task Force check in with staff during one of three monthly team meetings.

Person: Strategy task force members from three grade levels

Activity: Staff instruction

Parent Involvement

Apr 14, 2008: Collect the number of hits on Powerschool

Person: Angel Walthour

Activity: Collect baseline data

Apr 23, 2008: Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM

Person: Mike Sargent

Activity: All Pro Dads Breakfast

Aug 11, 2008: Provide food for PTO Meetings to encourage parent attendance

Person: Chris Lagoni

Activity: Food

Aug 11, 2008: Send letters to parents inviting them to the open house

Person: Chris Lagoni

Activity: Open House training for new Binder Strategy

Aug 11, 2008: 6th Grade Scavenger Hunt 5:00 to 6:00

Person: Chris Lagoni

Activity: PTO Meetings

Aug 18, 2008: Call parents inviting them to the open house

Person: Chris Lagoni

Activity: Open House training for new Binder Strategy

Aug 21, 2008: Scheduled Meeting 3:00 to 4:00

Person: Chris Lagoni

Activity: PTO Meetings

Aug 26, 2008: Attend Open House 5:00 to 7:00

Person: Chris Lagoni

Activity: Open House training for new Binder Strategy

Aug 28, 2008: Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM
Person: Mike Sargent
Activity: All Pro Dads Breakfast

Sep 21, 2008: Provide food for PTO Meetings to encourage parent attendance
Person: Chris Lagoni
Activity: Food

Sep 25, 2008: Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings

Oct 16, 2008: Provide food for PTO Meetings to encourage parent attendance
Person: Chris Lagoni
Activity: Food

Oct 16, 2008: Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings

Oct 30, 2008: Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM
Person: Mike Sargent
Activity: All Pro Dads Breakfast

Nov 13, 2008: Provide food for PTO Meetings to encourage parent attendance
Person: Chris Lagoni
Activity: Food

Nov 13, 2008: Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings

Nov 20, 2008: Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM
Person: Mike Sargent
Activity: All Pro Dads Breakfast

Nov 25, 2008: Provide food for Science Night to encourage parent attendance
Person: Chris Lagoni
Activity: Food

Nov 25, 2008: Attend Science Night 5:00 to 6:00
Person: Chris Lagoni
Activity: Science Night

Dec 11, 2008: Provide food for PTO Meetings to encourage parent attendance
Person: Chris Lagoni
Activity: Food

Dec 11, 2008: Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings

Dec 15, 2008: Collect the number of hits on Powerschool
Person: Angel Walthour
Activity: Collect first semester/trimester follow up data

Jan 22, 2009: Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM
Person: Mike Sargent
Activity: All Pro Dads Breakfast

- Feb 19, 2009:** Provide food for PTO Meetings to encourage parent attendance
Person: Chris Lagoni
Activity: Food
- Feb 19, 2009:** Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings
- Feb 26, 2009:** Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM
Person: Mike Sargent
Activity: All Pro Dads Breakfast
- Feb 26, 2009:** Attend Math and Literacy Night 5:00 to 6:00
Person: Chris Lagoni
Activity: Math and Literacy Night
- Mar 19, 2009:** Provide food for PTO Meetings to encourage parent attendance
Person: Chris Lagoni
Activity: Food
- Mar 19, 2009:** Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings
- Mar 26, 2009:** Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM
Person: Mike Sargent
Activity: All Pro Dads Breakfast
- Apr 16, 2009:** Provide food for Math and Literacy Night to encourage parent attendance
Person: Chris Lagoni
Activity: Food
- Apr 16, 2009:** Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings
- Apr 30, 2009:** Collect the number of hits on Powerschool
Person: Angel Walthour
Activity: Collect final semester/trimester follow up data
- May 14, 2009:** Provide food for PTO Meetings to encourage parent attendance
Person: Chris Lagoni
Activity: Food
- May 14, 2009:** Scheduled Meeting 3:00 to 4:00
Person: Chris Lagoni
Activity: PTO Meetings
- May 21, 2009:** Attend All Pro Dads Breakfast 7:05 AM to 7:35 AM
Person: Mike Sargent
Activity: All Pro Dads Breakfast

Targeted Assistance (Organizational Binder)

- ✓ **Apr 1, 2008:** Provide letter to 5th grade students detailing supplies needed for 6th grade
Person: Greta Bergseiker
Activity: Inform Community of new procedure
- May 23, 2008:** Send letter to parents detailing supplies needed for 08-09 school year
Person: Stephanie Parent
Activity: Inform Community of new procedure

- ✓ **May 23, 2008:** Submit article to include in the last newsletter of the year detailing supplies needed for 08-09 school year
Person: Stephanie Parent
Activity: Inform Community of new procedure
- May 29, 2008:** Develop clear consequences for students not bringing/using binder
Person: A. Lawson, G. Hart, T. Blue
Activity: Strategy Expectation Development
- May 29, 2008:** Develop clear expectations for binder use for 08-09 school year
Person: A. Lawson, G. Hart, T. Blue
Activity: Strategy Expectation Development
- Jun 1, 2008:** Send supply list sent to local stores detailing supplies needed for 08-09 school year
Person: Stephanie Parent
Activity: Inform Community of new procedure
- Jun 1, 2008:** Send supply list to UAW detailing supplies needed for 08-09 school year
Person: Trudy Blue
Activity: Inform Community of new procedure
- Jul 28, 2008:** Prepare extra binders for purchase at Enrollment and Scavenger Hunt
Person: A. Lawson, G. Hart, T. Blue
Activity: Create supply of extra binders for purchase through school office
- Aug 1, 2008:** Supply list reminder sent to parents
Person: A. Lawson, G. Hart, T. Blue
Activity: Reminders to parents and students of new procedure
- Aug 5, 2008:** Enrollment presentation
Person: A. Lawson, G. Hart, T. Blue
Activity: Reminders to parents and students of new procedure
- Aug 12, 2008:** 6th Grade Scavenger Hunt presentation of needed supplies to parents and students
Person: A. Lawson
Activity: Reminders to parents and students of new procedure
- Aug 12, 2008:** Inform new staff on binder policy
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Aug 13, 2008:** Team Meetings-teach staff expectations for binder use
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Aug 13, 2008:** Teacher introduction to students on the purpose of the binder
Person: Enrichment Teachers
Activity: Teach students how to use the organizational binder
- Aug 14, 2008:** Students arrange folders in schedule order, label each class and teacher
Person: Enrichment Teachers
Activity: Teach students how to use the organizational binder
- Aug 20, 2008:** Classroom observations of teachers checking student use of binders
Person: A. Lawson, G. Hart, T. Blue
Activity: Evaluation of checking binder use
- Aug 26, 2008:** Open House presentation to grades 6-8
Person: A. Lawson, G. Hart, T. Blue
Activity: Reminders to parents and students of new procedure

- Aug 29, 2008:** Use the buddy system of teacher helping teacher (More organized helping the less organized)
Person: All teachers
Activity: Teacher Resistance
- Sep 1, 2008:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Sep 30, 2008:** observe teachers implementing organization lessons during enrichment
Person: Lagoni/Sargent
Activity: Teacher Observation
- Oct 1, 2008:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Oct 10, 2008:** Teacher Survey
Person: A. Lawson, G. Hart, T. Blue
Activity: Collect baseline data
- Oct 22, 2008:** Classroom observations of teachers checking student use of binders
Person: A. Lawson, G. Hart, T. Blue
Activity: Evaluation of checking binder use
- Oct 30, 2008:** observe teachers implementing organization lessons during enrichment
Person: Lagoni/Sargent
Activity: Teacher Observation
- Nov 1, 2008:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Nov 30, 2008:** observe teachers implementing organization lessons during enrichment
Person: Lagoni/Sargent
Activity: Teacher Observation
- Dec 1, 2008:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Dec 12, 2008:** Teacher Survey
Person: A. Lawson, G. Hart, T. Blue
Activity: Collect first semester/trimester follow up data
- Dec 18, 2008:** Inform students of consequences for not bringing binder to classes
Person: A. Lawson, G. Hart, T. Blue, C. Lagoni, M. Sargent
Activity: Student Resistance
- Dec 18, 2008:** Reinforcement of binder use
Person: All teachers, C. Lagoni, M. Sargent, G. Bergseiker
Activity: Student Resistance
- Dec 23, 2008:** Classroom observations of teachers checking student use of binders
Person: A. Lawson, G. Hart, T. Blue
Activity: Evaluation of checking binder use
- Dec 30, 2008:** observe teachers implementing organization lessons during enrichment
Person: Lagoni/Sargent
Activity: Teacher Observation

- Jan 1, 2009:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Jan 30, 2009:** observe teachers implementing organization lessons during enrichment
Person: Lagoni/Sargent
Activity: Teacher Observation
- Feb 1, 2009:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Feb 24, 2009:** Classroom observations of teachers checking student use of binders
Person: A. Lawson, G. Hart, T. Blue
Activity: Evaluation of checking binder use
- Mar 1, 2009:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Mar 2, 2009:** observe teachers implementing organization lessons during enrichment
Person: Lagoni/Sargent
Activity: Teacher Observation
- Apr 1, 2009:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- Apr 2, 2009:** observe teachers implementing organization lessons during enrichment
Person: Lagoni/Sargent
Activity: Teacher Observation
- Apr 28, 2009:** Classroom observations of teachers checking student use of binders
Person: A. Lawson, G. Hart, T. Blue
Activity: Evaluation of checking binder use
- May 1, 2009:** Review staff expectations of binder use at weekly Team Meetings
Person: A. Lawson, G. Hart, T. Blue
Activity: Staff Instruction
- May 20, 2009:** Teacher Survey
Person: A. Lawson, G. Hart, T. Blue
Activity: Collect final semester/trimester follow up data

Technology Coordination

- May 7, 2008:** Send invitation to teachers
Person: Chris Lagoni
Activity: Summer Professional Development on Blackboard Software
- May 29, 2008:** Student hits to the teacher balckboard sites
Person: Webmaster Angel Walthour
Activity: Collect baseline data
- May 29, 2008:** Survey teachers to determine % who have curriculum available on Blackboard
Person: webmaster
Activity: Collect baseline data
- May 29, 2008:** Track hits on the student side of Blackboard
Person: Webmaster
Activity: Collect baseline data

- Jun 11, 2008:** Staff Summer Training/â€ Wednesday, June 11th : Online Learning: Curriculum and Technology with Amanda Landrum, Pat OâBrien
Person: Office of Professional Development Department of KCSC/Amanda Landrum and Pat O'Brien.
Activity: Summer Technology Training
- Jun 16, 2008:** 2nd Summer Training Dates Blackboard I and II
Person: Susan Reynolds/Department of Technology KCSC
Activity: Summer Technology Training
- Jul 20, 2008:** Provide Tutorials using Macromedia Flash and Cam Studio on how to use blackboard
Person: Kokomo Center Technology Staff
Activity: Summer Professional Development on Blackboard Software
- Aug 21, 2008:** Provide Training for Blackboard after school
Person: Chris Lagoni and Mike Sargent
Activity: Summer Professional Development on Blackboard Software
- Aug 26, 2008:** Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions
- Sep 23, 2008:** Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions
- Oct 7, 2008:** Provide Training for teachers who didn't attend
Person: Mike Sargent and Misti Sukle
Activity: October 7th Early Release Training
- Oct 28, 2008:** Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions
- Nov 5, 2008:** Provide training on how to enroll students into your on line class using Blackboard.
Person: Lishawna Taylor
Activity: 1/2 day early release training on how to enter students into your class with Blackboard
- Nov 5, 2008:** Staff Training at the first 1/2 day early release.
Person: Lishawna Taylor
Activity: First hour of Blackboard Training
- Nov 19, 2008:** Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training
- Nov 24, 2008:** Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions
- Nov 26, 2008:** Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training
- Nov 29, 2008:** Student hits to the teacher balckboard sites
Person: Webmaster, Angel Walthour
Activity: Collect first semester/trimester follow up data
- Nov 29, 2008:** Survey teachers to determine % who have curriculum available on Blackboard
Person: webmaster
Activity: Collect first semester/trimester follow up data

Nov 29, 2008: Track hits on the student side of Blackboard
Person: Webmaster
Activity: Collect first semester/trimester follow up data

Dec 3, 2008: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Dec 10, 2008: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Dec 17, 2008: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Dec 23, 2008: Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions

Dec 24, 2008: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Dec 31, 2008: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Jan 7, 2009: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Jan 14, 2009: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Jan 20, 2009: Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions

Jan 21, 2009: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Jan 28, 2009: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Feb 4, 2009: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Feb 11, 2009: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

Feb 18, 2009: Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training

- Feb 24, 2009:** Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions
- Feb 25, 2009:** Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training
- Mar 4, 2009:** Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training
- Mar 11, 2009:** Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training
- Mar 18, 2009:** Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training
- Mar 24, 2009:** Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions
- Mar 25, 2009:** Once they have the staff training they can go and do the web based trainings
Person: Lagoni
Activity: First hour of Blackboard Training
- Apr 28, 2009:** Each monthly staff meeting will present a time saving device that Blackboard Represents for Staff
Person: Chris Lagoni
Activity: Staff discussions
- May 24, 2009:** Student hits to the teacher balckboard sites
Person: Webmaster, Angel Walthour
Activity: Collect final semester/trimester follow up data
- May 24, 2009:** Survey teachers to determine % who have curriculum available on Blackboard
Person: webmaster
Activity: Collect final semester/trimester follow up data
- May 24, 2009:** Track hits on the student side of Blackboard
Person: Webmaster
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<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>	<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>	<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>